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CLASSICS OF AMERICAN LIBRARIANSHIP

LIBRARY AND SCHOOL

Classics of American Librarianship
EDITED BY ARTHUR E. BOSTWICK, PH.D.

THE RELATIONSHIP BETWEEN
THE LIBRARY AND THE
PUBLIC SCHOOLS

REPRINTS OF PAPERS AND ADDRESSES

WITH NOTES BY
ARTHUR E. BOSTWICK, PH.D.

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PREFACE

This volume is the first of a projected series on the Classics of American Librarianship. The title is intended to show clearly the scope and purpose of the work. A classic is not necessarily up to date. It is not necessarily interesting reading at the present day. It is something that has marked a stage of progress; that has affected and altered modes of thought and methods of work, or has reflected in some way such alterations, thereby becoming of permanent value. The papers gathered in these volumes will be in many cases out of date, but each, it is believed, has played its part, either in making the modern library what it is or in chronicling the changes that have brought it about, at the very time when those changes were made.

It is part of the plan of the work to give the exact words of the various writers quoted. Extraneous matter has been omitted here and there, but such omissions are always indicated and nothing is given in paraphrase or abstract. Brief explanatory matter has been inserted where it appeared to be necessary.

Everything here reprinted is accessible somewhere to somebody, but there is a good reason for making it all accessible in one collected form to everybody. The classics of our profession are little read, for the reason that they are scattered. It may not be presumptuous to hope that an attempt, however inadequate, to collect and classify them, will meet the approval of librarians.

PREFACE

In response to what seems to be a general demand, this first volume of the series has been devoted to the relations between the library and the school. Upon the reception accorded to it will depend the further continuance of the enterprise.

I desire to acknowledge the kind advice and assistance of library-school authorities, and in particular the aid of Miss Effie L. Power, Supervisor of Children's work in the St. Louis Public Library, which has been of great value in the selection and grouping of the material.

ARTHUR E. BOSTWICK.

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THE RELATIONSHIP BETWEEN THE LIBRARY AND THE PUBLIC SCHOOLS

CO-OPERATION BETWEEN LIBRARIES AND SCHOOLS: AN HISTORICAL SKETCH

The necessity for an introduction to this subject by the Editor is in large part obviated by the existence of a historical sketch by Josephine Adams Rathbone, now vice-director of the Pratt Institute Library school, read before the Long Island Library Club on Feb. 7, 1901. This brings the history of the subject down to that date, making it necessary only to summarize, at the close of the sketch, the events of the thirteen subsequent years. Miss Rathbone's sketch follows:

The year 1876 is usually taken as the starting-point of what we call the "modern library movement." In it the *Library Journal* was born, the American Library Association was founded, the great Government report on libraries issued, and in that year we find recorded the first suggestion of the good to be derived from a possible co-operation between libraries and schools. The discovery of this possibility was made not by a librarian or a teacher, but by a man to whose wisdom and insight the country owes much besides, Charles Francis Adams, Jr. In an address before the teachers of Quincy, Mass., printed in the *Library Journal*, vol. 1, p. 437, Mr. Adams says—calling attention to the danger of teaching children how to read without giving them at the same time a love for good read-

ing: "I do not know that what I am about to suggest has been attempted anywhere, but I feel great confidence that it would succeed. Having started the child by means of what we call a common school course, the process of further self-education is to begin. The great means is through much reading of books. But we teach children to read; we do not teach them how to read. That, the one all-important thing, the great connecting link between education and self education, between means and end—that one link we make no effort to supply. As long as we do not make an effort to supply it, our school system in its result is, and will remain miserably deficient. For now, be it remembered, the child of the poorest man in Quincy has an access as free as the son of a millionaire or the student of Harvard College to what is, for practical general use, a perfect library. Yet though the school and library stand on our main street side by side, there is, so to speak, no bridge leading from the one to the other."

To the building of this bridge Mr. Adams contributed in very large measure. Until 1879 the indexes of the *Library Journal* throw no light on the subject, though doubtless work was done and thought expended upon it. At the conference of the American Library Association in Boston, 1879, the reading of children was discussed and Mr. Foster, of Providence, read a paper on "The school and library, their mutual relations"—the purpose of the article being "to cite some of the reasons why co-operation between the school and library is desirable and necessary." Effective co-operation, he says, presupposes three things: mutual understanding, mutual acquaintance, and mutual action.

The need felt by the teacher was voiced at this same meeting by R. C. Metcalf, Master of Wells School, Boston, in an article on "Reading in public schools." Having indicated how I would cultivate the taste and direct the choice of the pupil, Mr. Metcalf says, "It only remains to suggest how, in my opinion, the public library can be made a great public benefit, rather than what it too frequently is, a great public nuisance. So long as our pupils are allowed free access to a public library without direction as to choice, either

by parent, teacher, or librarian, we can look for no good results." Again, complaining of the distance between schools and the library, and the lack of branch libraries, he says: "Some plan must be devised whereby the principal or teacher can draw from the library such books as his pupils may need, and deliver them at his desk whenever the school work suggests their use." This meeting, at which for the first time librarians and teachers were brought together to compare needs and opportunities, had doubtless very great influence.

The first record which gives the result of actual experience in carrying on this work is found in a paper read by Mr. S. S. Green, librarian of the Worcester Public Library, at a meeting of the American Social Science Association in 1880. Mr. Green tells of a conference between the superintendent of the public schools, a member of the school committee, who was also a member of the board of directors of the public library, the principal of the normal school, and the librarian of the public library, in the fall of 1879. These gentlemen decided that the school studies could be made more interesting and profitable by the aid of the library and proceeded to consider practical means by which this result could be accomplished. Geography was selected as the first subject of the experiment; the teachers of the 7th, 8th, and 9th grades were addressed by the librarian who set forth the plan and asked them to select a country they would like to have illustrated in this way. A meeting was then held in the library when the librarian explained to the teachers of these grades the use that could be made of a group of books of travel in connection with the geography of the country selected. The librarian then asked them to keep him informed from time to time of the countries to be studied, that he might keep books on hand suitable for school use. The work was started at once; the library issued two kinds of cards, one for the benefit of the teachers themselves, the other to be used by the teachers for the benefit of the scholars, six books (a number that seems to have been adopted by libraries as a standard) to be taken out on the former and twelve on the latter. The teachers were also invited to bring their classes to the library from time to time, for the pur-

pose of seeing large collections of books, pictures and other objects bearing on some subject they were studying. This article setting forth the methods actually used and found successful, stimulated other libraries to attempt the same kind of work. By 1882 the movement was under headway; reports appear in the *Library Journal* from Indianapolis, Middletown, Ct., Chicago, Buffalo, Cincinnati; in 1883, Milwaukee, and Gloversville, N. Y., report of their work. The preparation of catalogs of children's books, visits of teachers and classes to the library for talks about books, and the issue of books for use in the schoolroom are the means of co-operation reported on at this time. Mr. Green gives detailed reports in the *Journal* both for 1882 and 1883 of the growth of the work in Worcester. Among the methods used, beside those spoken of in this article of 1880, is the connection formed with the high school. Squads of ten boys and girls who were studying Greek and Roman history were sent to the library during school hours to look at the books, pictures, etc., illustrative of Greek and Roman antiquities, the scholars being required to write descriptions of the objects seen. The librarian met the scholars personally and took the occasion to see that they were using the books properly, showing them the uses of indexes, tables of contents, page headings, etc. Bulletins of new books were sent to the schools and a copy of the library catalog placed in each room.

In 1885 a report was made to the American Library Association on the work with schools done by libraries throughout the country. Reports were received from 75 libraries, 37 of which reported that official connection had been made with the schools, special privileges being granted teachers and pupils and direct efforts made to add interest to the school work. Miss Hannah P. James, the compiler, sums up the possibilities suggested by the report:

1. That the librarian should confer with the teachers to convince them of his desire and ability to help them.
2. That teachers should be allowed to take any suitable books for use in school work.

3. That teachers be supplied with applications to distribute to pupils.
4. Teachers should be induced to inform the librarian as to the courses of study to be pursued, that lists of useful and interesting books be made for use of school.
5. Such lists to be printed and distributed or posted in school.
6. Lists of juvenile books arranged in attractive general courses to be posted in the library and printed in the papers.
7. Collections of wholesome books to be sent to class rooms.

In 1887 Mr. Green reports that he had placed in four of the higher grades of the school libraries of about 100 volumes. This experiment was tried in Milwaukee in 1888 with marked success. A report from Cleveland in 1891 records the success of the experiment of placing small libraries of about 50 volumes in 61 school-rooms. The books were simply charged to the teacher, one of the library assistants visiting each room once a month to check up the books. The books were issued to the pupils for home reading. The teachers were enthusiastic over the value of the experiment and unanimous in their desire for its continuance.

The subject was given a prominent place at the meeting of the Library Association at Chicago in 1893. It is gratifying to note the growing sentiment in favor of doing away with restrictions and allowing the teachers as many books as they may need.

In 1894 Miss Stearns, then of the Milwaukee Public Library, made a report before the A. L. A. on children's reading that has had far reaching results. Questions touching all points connected with children's reading were sent to 195 libraries, and replies received from 145. The points especially emphasized were the advisability of abolishing the age limit for children, the limitations on the number of books loaned to teachers, and desirability of circulating pictures as well as books to the schools, and—of greatest moment to librarians—the subject of a special room for children and an attendant who should have the supervision over their reading. It would be hard to overestimate the effect of this suggestive,

stimulating paper. From it may be dated the general establishment of children's rooms, of a course for the training of children's librarians, in two of the leading library schools, and a growing interest in and study of children's books, all of which has done much towards preparing librarians for the more intelligent performance of their share of the co-operative work with the schools.

Turning for a moment to the other side, what has been done by the schools in the direction of promoting closer relations with libraries? Looking through the volumes of Education, I find up to 1889 only one mention of the subject, and that a casual reference, in an article on the Quincy methods, to the assistance rendered by the library in making out a list of books for the schools.

In 1889, a school superintendent suggested, in an article on the teaching of literature, that the teachers take their classes to the library periodically and that they borrow books from the library for use in the class-rooms. In the same volume, however, is an extract from an article by Mr. Melvil Dewey in Library Notes for June, 1888, on "Libraries as related to the educational work of the state," which was accompanied by the editorial suggestion that the article would repay reading by any thoughtful reader.

In 1880 Mr. Charles Francis Adams read a paper before the National Education Association on "School superintendency," in which—speaking of the Quincy schools—he says: "We try now to treat the child throughout as a moral, reasoning being, and not as an automaton, and so we begin with Froebel's method and end with the public library. They are both factors in our Quincy common schools now, only the library is far the more important factor of the two."

The first paper distinctly on the subject of the library and the school was presented before the association in 1887 by Mr. Thomas J. Morgan, principal of the state normal school of Providence, R. I. It dealt chiefly with the necessity of teaching the pupil how to use books, indexes, references, etc., noting in passing that in Providence, Worcester, and other cities, sets of books can be taken from the public library, for school use.

In 1888 it is noted in an article on directing pupil's reading, that "the school or city library, be it large or small, if rightly used will prove an incalculable benefit." Talks about books by competent guides and carefully prepared lists are mentioned as among the possible means by which benefit may be derived.

The first complete presentation of the subject before the association was in 1892 when Mr. Brett, librarian of the Cleveland Public Library, read a paper on "The relations of the public library to the public schools." After a brief historic summary and description of work done in Worcester, Milwaukee, and other libraries, he gives in detail the work of his own library, which work had its beginning in a remark made by one of the supervising principals on the marked superiority in general information, shown by the pupils of a school situated near the library over those of another far away, which she felt could be accounted for only by the fact of their use of the library. This led to the sending of a few books to some of the more distant schools, in order to place books in the hands of children who could not reach the library, but the plan was so successful, and developed so many unexpected advantages that Mr. Brett declared himself in favor of using this method of placing books in the hands of pupils even if the school-house stood next door to the library.

In the Educational Journal for November 1894, appeared an article by Dr. Peckham on the work with schools done by the Milwaukee Library. This attracted great attention in the school world and did as much perhaps as any one thing to awaken an interest in the subject on the part of teachers throughout the country. The library received scores of letters asking for particulars about the work.

In 1896 an important step was taken by the National Educational Association. A petition requesting the establishment of a Library Department was presented by Melvil Dewey and was unanimously adopted. It was stated that its field "should cover fully school and pedagogic libraries but that its great work should be the practical recognition that education is no longer for youth, and for a limited

course in a school, but that it is really a matter for adults as well as youth, for life not for the course, to be carried on at home as well as in the school. . . . This means that education must be carried on by means of reading and that, if the libraries are to furnish the books and give all necessary help in their proper field, the schools must furnish the readers."

The American Library Association in the same year appointed a committee to co-operate with the Library Department of the Educational Association.

In 1897 a committee of teachers and librarians was formed to report on the relations of public libraries to the public schools, to indicate methods of co-operation by which the usefulness of both may be increased. In 1898 the committee made a preliminary report. The practical nature of its work may be shown by the lists of subjects reported for investigation:

To make a careful examination of the relations now existing.

To pursue this examination in such a way, through circulars and through the columns of the educational and library papers, as to inform the greatest number of people of what is now being done.

To examine with care such questions as:

How to induce librarians to acquaint themselves with the needs of the school-room and teachers to make themselves familiar with the possibilities of public libraries.

How to encourage normal schools to give more instruction in the use of books and libraries.

How to induce high schools, colleges, and universities to establish "schools of the book."

How to promote the introduction of school-room libraries.

How to induce more public libraries to open special departments for children and teachers.

How to increase the interest of parents in the reading of their children.

How to make more accessible for parents and teachers select and annotated lists of books for the young and how to promote their use.

How to promote close relations through meetings and otherwise between teachers, parents, and librarians.

How to arrive at conclusions of value in regard to the treatment of young people, as far as reading is concerned, during the adolescent period.

How to convey to school boards and teachers in remote districts a sense of their needs in the way of good books well used, and information as to how such books can best be secured.

The committee made a thorough investigation of the situation along these lines and a full report was presented at the annual meeting of the National Educational Association in 1899. This report which is published by the association in pamphlet form touches upon every aspect of co-operative work, includes graded lists for supplemental reading and school use, analyzes the work now being done in various centers, and contains much practical advice both for librarian and teacher.

Thus these two great factors of our educational system have been brought together and the bridge suggested by Mr. Adams 25 years ago has been made fast to its moorings on either side. To the librarian's knowledge of the book is joined the teacher's knowledge of the child and from this combination there must result a power working for good, the force of which cannot be estimated.

We will consider briefly one or two concrete examples of work as carried on to-day. One of the most important evidences of co-operation is the recent publication by the Carnegie Library of Pittsburgh of a "Graded and annotated catalog of books in the Carnegie Library of Pittsburgh for the use of the city schools." In 1899 the librarian, Mr. Anderson, addressed the school principals to urge a more systematic organization of the work of the library with the schools. A committee was appointed to co-operate with the librarian and his assistants in the selection of a list of books suited to the different grades supplemental to the ordinary text-

books. The following subjects were selected: Nature, Geography, History, Language, General literature, Art, Kindergarten, Pedagogy, and High school reading. A sub-committee was formed to cover each subject. The list is divided into grades and by subject under each grade. Each entry is annotated and repeated in full under each grade to which it is assigned, and the work concludes with an author and title index, the grade or grades being indicated by figures. This catalog will be of use not only to the teachers of Pittsburgh, but to the librarians and teachers the country over. Prefacing the list is a letter from the Superintendent of Public Instruction, Samuel Andrews, saying, in part: "The accompanying catalog is, in my opinion a most important school document. So far as I know, it is something unique. It is gratifying to me, first, as indicating the harmony existing between the library authorities and the school principals in their mutual efforts for the education of the people; second, by reason of the evidence, manifest on every page, of the conscientious censorship exercised in its preparation. I feel confident that it will be a means of vitalizing the entire work of the schools, of awakening among the pupils that enthusiasm for good reading which is the highest guarantee of true culture, good habits, and genuine character."

In Buffalo the work of sending libraries and pictures to the schools has been carried on for about three years. The librarian gives as his experience that the most difficult problem is fitting the books to the proper grades in the schools. Each school, each class, must be studied with the teacher's help before intelligent assignment of books can be made. For example, children in the poorer districts and children of foreign-born parents need much simpler books than children in corresponding grades with different home surroundings.

A quotation from the annual report of the assistant in charge of the work at the Buffalo library, will give a better idea than any description could of some results of this effort:

"From the principals who are all interested and, I believe, all in hearty sympathy with the movement, from the teach-

ers and, better still, from the children themselves, we have received many assurances that they are not only satisfied with the service, but that the results are going to be all that we expect, and more. The principal of an east-side school, where fully 75 per cent of the parents are foreign born, has stated that beyond any doubt the moral tone of his districts has been marvelously changed for the better in the last three years."

The school circulation alone, in Buffalo last year was 194,045 volumes, and of this, the librarian, Mr. Elmendorf, writes: "It is the best work the library is doing, and the federation, not the union, of the public school and the public library seems the most important step in modern democratic education."

A still further step has been taken by the Webster Free Library, connected with the East Side House, of New York, in the direction of supplying the schools with illustrative material to intensify the interest in school work; collections of specimens, geological, zoological, to illustrate nature work, anatomical models, historical relics, and collections of objects intended to make real to the children the life, manners and customs of the countries about which they are studying. Of this work, one teacher wrote recently: "The girls told me last term, that until they had seen your Mexican exhibit they had an idea that Mexico was a wilderness; and South America!—well, it was a land of savages and wild beasts."

This work suggests that the next advance in educational expansion must be in the direction of co-operation with the museum. If to the library, and the school, which, working together, shall awaken and feed a love of reading, is added the museum with its power to vivify and make real that which is read, the result shall be an education that shall enrich, widen and uplift the life of succeeding generations.

Just after the period with which the above sketch ends came the establishment of a special department of work with schools in the New York Public Library. In more recent years, cooperation between library and school

in their common educational work has become more or less standardized. Discussion has proceeded on the lines of libraries in and for the schools themselves, the service of schoolhouses as public deposit or delivery stations for libraries, and the giving of instruction in schools regarding the intelligent use of library facilities by teachers and scholars.

Beginning now with Mr. Adams' address, in 1876, papers illustrating the progress outlined above will be given, mostly in chronological order.

THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS

Charles Francis Adams, author of this article, well known as a publicist, is the son of the Charles Francis Adams who so well represented his country at the Court of St. James during the Civil War. He is a grandson of President John Quincy Adams and great-grandson of President John Adams. He was born in Boston in 1835, graduated at Harvard in 1856 (LL. D., 1895) and after serving in the Civil War, became identified with railroad interests. At the time this address was delivered, he was Chairman of the Massachusetts Board of Railway Commissioners. The address, as printed, is an abstract prepared for *The Library Journal* (Aug. 31, 1877).

We had intended long before this to give our readers a summary of the valuable address delivered some months since before the teachers of Quincy, Mass., by Charles Francis Adams, Jr., trustee of the Quincy Public Library, and author of the admirable notes in its catalogue, "On the use which could be made of the Public Library of the town in connection with the school system in general, and more particularly with the high and upper grade grammar schools." The paper is permanently so useful that we need only plead "better late than never" in giving it to our readers now. It is presented as condensed by Mr. C. A. Cutter, who writes: "This is the fullest discussion yet published of a question of great importance to our town libraries, one that is only just

beginning to attract the attention it deserves. Moreover, it will be found that much of what Mr. Adams says of the value of the teacher's influence upon individual scholars, and of the satisfaction and encouragement which comes from it, is true, with very slight changes, of the librarian. The latter must continue what the teacher has begun; he must make a beginning, if he can, where the teacher has failed, and for those with whom the teacher has not come in contact; like the teacher, he must add this to duties already engrossing; like him, he must make a constant series of experiments; and again, like him, he must be—and no doubt he will be—content, if in one case in a hundred he produces any visible result. He needs some interest and effort like this, or else his work, however well done, is only the work of a clerk or of a bookworm."

The one best possible result of a common-school education, says Mr. Adams, its great end and aim, should be to prepare the children of the community for the far greater work of educating themselves. Now in education, as in almost everything else, there is an almost irresistible tendency to mistake the means for the end. In the schools of this town, four years ago, arithmetic, grammar, spelling, geography, were taught as if to be able to answer the questions in the textbooks was the great end of all education. It was instruction through a perpetual system of conundrums. The child was made to learn some queer definition in words, or some disagreeable puzzle in figures, as if it were in itself an acquisition of value—something to be kept and hoarded like silver dollars, as being a handy thing to have in the house. The result was that the scholars acquired with immense difficulty something which they forgot with equal ease; and when they left our grammar schools they had what people are pleased to call the rudiments of education, and yet not one in twenty of them could sit down and write an ordinary letter, in a legible hand, with ideas clearly expressed, in words correctly spelled; and the proportion of those who left school with either the ability or desire to further educate themselves was scarcely greater. Scarcely one out of twenty of those who leave our schools ever further educate them-

selves in any great degree, outside, of course, of any special trade or calling through which they earn a living. The reason of this is obvious enough; and it is not the fault of the scholar. It is the fault of a system which brings a community up in the idea that a poor knowledge of the rudiments of reading, writing, and arithmetic constitutes in itself an education. Now on the contrary, the true object of all your labors is something more than to teach children to read; it should, if it is to accomplish its full mission, also impart to them a love of reading.

A man or woman whom a whole childhood spent in the common schools has made able to stumble through a newspaper, or labor through a few trashy books, is scarcely better off than one who cannot read at all. Indeed I doubt if he or she is as well off, for it has long been observed that a very small degree of book knowledge almost universally takes a depraved shape. The animal will come out. The man who can barely spell out his newspaper confines his labor in nine cases out of ten to those highly seasoned portions of it which relate to acts of violence, and especially to murders. A little learning is proverbially a dangerous thing; and the less the learning the greater the danger.

I do not know that what I am about to suggest has ever been attempted anywhere, but I feel great confidence that it would succeed. Having started the child by means of what we call a common-school course, the process of further self-education is to begin. The great means is through books, through much reading of books. But we teach children to read; we do not teach them how to read. That, the one all-important thing—the great connecting link between school education and self-education, between means and end—that one link we make no effort to supply. As long as we do not make an effort to supply it, our school system in its result is and will remain miserably deficient. For now, be it remembered, the child of the poorest man in Quincy, the offspring of our paupers even, has an access as free as the son of a millionaire, or the student of Harvard College, to what is, for practical general use, a perfect library. The old days of intellectual famine for the masses are over, and plenty

reigns. Yet, though the school and the library stand on our main street side by side, there is, so to speak, no bridge leading from the one to the other. So far as I can judge, we teach our children the mechanical part of reading, and then we turn them loose to take their chances. If the child has naturally an inquiring or imaginative mind, it perchance may work its way unaided through the traps and pitfalls of literature; but the chances seem to me to be terribly against it. It is so easy, and so very pleasant too, to read only books which lead to nothing, light and interesting and exciting books, and the more exciting the better, that it is almost as difficult to wean oneself from it as from the habit of chewing tobacco to excess, or of smoking the whole time, or of depending for stimulus on tea or coffee or spirits. Yet here, to the threshold of this vast field—you might even call it this wilderness—of general literature, full as it is of holes and bogs, and pitfalls, all covered over with poisonous plants—here it is that our common-school system brings our children, and, having brought them there, it leaves them to go on or not, just as it may happen.

This is all wrong. Our educational system stops just where its assistance might be made invaluable. The one thing which makes the true teacher and which distinguishes him from the mechanical pedagogue (which any man may become) is the faculty of interesting himself in the single pupil—seeing, watching, aiding the development of the individual mind. I never tried it, but I know just what it must be from my own experience in other matters. I have a place here in town, for instance, upon which I live; and there I not only grow fields of corn and carrots, but also a great many trees. Now, my fields of corn or carrots are to me what a mechanical pedagogue's school is to him. I like to see them well ordered and planted in even rows, all growing exactly alike, and producing for each crop so many bushels of corn or carrots to the acre, one carrot being pretty near the same as another; and then, when the autumn comes and the farming term closes, I prepare my land, as the pedagogue does his school-room, for the next crop; and the last is over and gone. It is not so, however, with my trees. They are to me

just what his pupils are to the born school-master; in each one I take an individual interest. I watch them year after year, and see them grow and shoot out and develop. So your schools ought to be to you, not mere fields in which you turn out regular crops of human cabbages and potatoes, but plantations also in which you raise a few trees, at least, in the individual growth of which you take a master's interest. This feeling and this only it is which can make a teacher's life ennobling—the finding out among his pupils those who have in them the material of superior men and women, and then nurturing them and aiding in their development, and making of them something which, but for their teacher, they never would have been. These pupils are to their teacher what my oak-trees are to me; but for me those trees would have died in the acorn, probably—at most they would have been mere scrub bushes; but now, through me, wholly owing to my intervention and care, they are growing and developing, and there are among them those, which some day, a hundred years perhaps, after my children are all dead of old age, will be noble oaks. Then no one will know that I ever lived, much less trouble themselves to think that to me those trees owed their lives; yet it is so, none the less, and those are my trees, no matter how much I am dead and forgotten. So of your scholars. If you, during your lives as teachers, can, among all your mass of pupils, find out and develop through your own personal contact only a few, say half a dozen, remarkable men and women, who but for you and your observation and watchfulness and guidance would have lived and died not knowing what they could do, then, if you do nothing more than this, you have done an immense work in life.

This dealing with the individual and not with the class is, therefore, the one great pleasure of the true school-teacher's life. It can only be done in one way—you have to afford the individual mind the nutriment it wants, and at the same time, gently direct it in the way it should go. In other words, if the teacher is going to give himself the intense enjoyment and pleasure of doing his work, he cannot stop at the border of that wilderness of literature of which I was

just now speaking, but he has got to take the pupil by the hand and enter into it with him; he must be more than his pedagogue, he must be his guide, philosopher, and friend. And so the teacher, with the scholar's hand in his, comes at last to the doors of the Public Library.

When he gets there, however, he will probably find himself almost as much in need of an instructor as his own pupils; and here at last I come to the immediate subject on which I want to talk to you. I wish to say something of the books and reading of children, of the general introduction into literature which, if you choose, you are able to give your scholars, and which if you give it them, is worth more than all the knowledge contained in all the text-books that ever were printed. To your whole schools, if you only want to, you can give an elementary training as readers, and if, in this matter, you once set them going in the way they should go, you need not fear that they will ever depart from it.

Now, in the first place, let me suppose that you want to start your schools in general on certain courses of reading,—courses which would interest and improve you, probably, hardly less than your scholars,—how would you go about it? Through individual scholars, of course. You would run your eye down your rows of desks and pick out the occupants of two or three, and with them you would start the flock. Human beings are always and everywhere like sheep, in that they will go where the bell-wether leads. Picking out the two or three, then, you turn to the shelves of the library. And now you yourselves are to be put to the test. You have dared to leave the safe, narrow rut in which the pedagogue travels, and you have ventured into the fields with your pupils behind you—do you know the way here?—can you distinguish the firm ground from the boggy mire?—the good, sound wood from the worthless parasite?

In trying to inoculate children with a healthy love of good reading, the first thing to be borne in mind is that they are not grown people. There are few things more melancholy than to reflect on the amount of useless labor which good honest conscientious men and women have incurred,

and the amount of real suffering they have inflicted on poor little children, through the disregard of this one obvious fact. When I was young, my father, from a conscientious feeling, I suppose, that he ought to do something positive for my mental and moral good and general aesthetic cultivation, made me learn Pope's Messiah by heart, and a number of other master-pieces of the same character. He might just as well have tried to feed a sucking baby on roast beef and Scotch ale! Without understanding a word of it, I learned the Messiah by rote, and I have hated it, and its author too, from that day to this, and I hate them now. So, also, I remember well, when I was a boy from ten to fourteen—for I was a considerable devourer of books—being incited to read Hume's History of England, and Robertson's Charles V., and Gibbon's Rome even, and I am not sure I might not add Mitford's Greece. I cannot now say it was time thrown away; but it was almost that. The first thing, in trying to stimulate a love of reading, is to be careful not to create disgust by trying to do too much. The great masterpieces of human research and eloquence and fancy are to boys pure nuisances. They can't understand them; they can't appreciate them, if they do. When they have grown up to them and are ready for them, they will come to them of their own accord. Meanwhile, you can't well begin too low down.

Not that I for a moment pretend that I could now suggest a successful course of grammar-school literature myself. The intellectual nutriment which children like those you have in charge are fitted to digest and assimilate must be found out through a long course of observation and experiment. I think I could tell you what a boy in the upper classes of the Academy would probably like; but if I were to undertake to lay out courses of reading for the scholars of our grammar schools, it would certainly soon become very clear that I did not know what I was talking about. I am very sure I would not give them the books they now read, but I am scarcely less sure they would not read the books I would give them. Nothing but actual trial, and a prolonged trial at that, will bring us any results worth having in this respect; and that trial is only possible through you.

But, in a very general way, let us suppose that we are beginning on the new system, and that your school is studying history and geography—we will take these two branches and see what we could do in connection with them to introduce your scholars into general literature. History opens up the whole broad field of historical works and also of biography; it is closely connected with fiction, too, and poetry; geography at once suggests the library of travels. Now, we find that of all forms of literature there is not one which in popularity can compare with fiction. From the cradle to the grave, men and women love story-telling. What is more, it is well they do; a good novel is a good thing, and a love for good novels is a healthy taste. And there is no striking episode in history which has not been made the basis of some good work of fiction. Only it is necessary for you to find them out, and to put them in the hands of your scholars; they cannot find them out unaided.

Next in popularity to works of fiction are travels. A good, graphic book of travel and adventure captivates almost every one, no matter what the age. After travels comes biography: any girl will read the story of Mary Queen of Scots; any boy the life of Paul Jones. Now, here is our starting-point, and these fundamental facts we cannot ignore and yet succeed; human beings have to be interested and amused, and they do not love to be bored, and children, least of all, are an exception to this rule. If, then, we can instruct and improve them while we are interesting and amusing them, we are securing a result we want in the natural and easy way. There is no forcing. Now this is exactly what well-informed persons can do for any child. They can, in the line of education, put them in the way of instruction through amusement.

Take, for instance, geography, and suppose your class is studying the map of Africa—the whole great field of African exploration and adventure is at once opened up to you and your scholars. Turn to the catalogue of our Public Library and see at once what a field of interesting investigations is spread out, first for yourself, and then for them. Here are a hundred volumes, and you want to look them all

over to see which to put in the hands of your selected pupils: which are long and dull, and which are compact and stirring; which are adapted to boys, and which to girls, and how you will get your scholars started in them. Once get them going, and the map will cease to be a map and will become a picture full of life and adventure—not only to them, but to you. You will follow with them Livingstone and Stanley and Baker; and the Pyramids will become realities to them as they read of Moses and the Pharaohs, and of Cleopatra and Hannibal. The recitation then becomes a lecture in which the pupils tell all they have found out in the books they have read, and in which the teacher can suggest the reading of yet other books; while the mass of the scholars, from merely listening to the few, are stimulated to themselves learn something of all these interesting things.

So of our own country and its geography. The field of reading which would charm and interest any ordinary boy or girl in this connection is almost unlimited, but they cannot find it out. They need guidance. What active-minded boy, for instance, but would thoroughly enjoy portions at least of Parkman's "Discovery of the Great West," or his "Pioneers of France in the New World," or his "California Trail"? And yet, how many of you ever glanced into one of those absorbing books yourselves? Nor are they long either—in each case one moderate-sized volume tells the whole story.

Mark Twain, even, would here come in through his "Roughing It," and Ross Brown through his "Apache Country." Once entered upon, however, it would not be easy to exhaust the list. The story of Mexico and Peru—Cortez and Pizarro—the voyages of Columbus and the adventures of De Soto—they have been told in fiction and in history, and it is to-day a terrible shame to us and to our whole school system that we teach American history, and yet don't know how to make the study of American history interesting to our children as a novel.

I want very much indeed to see our really admirable Town Library become a more living element than it now is in our school system—its complement, in fact. Neither trus-

tee, nor librarian, no matter how faithful or zealous they may be, can make it so; for we cannot know enough of the individual scholars to give them that which they personally need, and which only they will take; you cannot feed them until you know what they cannot get at. You teachers, however, can get at it, if you only choose to. To enable you to do this the trustees of the library have adopted a new rule, under which each of your schools may be made practically a branch library. The master can himself select and take from the library a number of volumes, and keep them on his desk for circulation among the scholars under his charge. He can study their tastes and ransack the library to gratify them. Nay, more, if you will but find out what your scholars want—what healthy books are in demand among them—the trustees of the library will see to it that you do not want material. You shall have all the books you will care for. When, indeed, you begin to call, we shall know exactly what to buy; and then, at last, we could arrange in printed bulletins the courses of reading which your experience would point out as best, and every book would be accessible. From that time, both schools and library would begin to do their full work together, and the last would become what it ought to be, the natural complement of the first—the People's College.

THE SCHOOL AND THE LIBRARY: THEIR MUTUAL RELATION

The next paper, the first by an American librarian to state distinctly the problem of co-operation and to indicate the direction of its solution, is by Dr. William E. Foster, Librarian of the Providence, R. I., Public Library. William Eaton Foster was born in Brattleboro, Vt., in 1851, graduated at Brown in 1873 (Litt. D., 1901) and has been a librarian since his graduation, taking charge at Providence in 1877. He is perhaps best known for the "Library of Best Books" selected by him and installed in his main library—one of the earliest buildings of medium size to reflect in its design and arrangement the principles of modern librarianship.

It is the purpose of this paper to cite some of the reasons why coöperation between the school and the library is desirable and necessary, and also to point out some of the specific methods by which its benefits may be attained.

Such coöperation is eminently fitting. The purposes of the two are to some extent identical; both aim to supply needed information and instruction; both have in view the training and developing of the intellect; from both may be derived definite opportunities of culture. But while their aims are similar, their methods and relative adaptedness differ widely. For instance, the school has the advantage in point of the frequency and regularity with which its influence is communicated; the library surpasses it in the length of time for which the influence is exerted. The school excels in the systematic manner in which the pupils are reached; while

the library, with its more elastic organization, gives more scope to individuality on the part of the reader or pupil. The school, in confining its operations to the young, takes pupils at the time when impressions are most readily and durably formed, and excels in the directness of its methods; the library, however, being for the use of all, both old and young, succeeds in effecting impressions at every period of life. The school and the library are, in an emphatic sense, complements of each other, two halves of one complete purpose, neither in itself possessing every requisite advantage, but, taken in connection, lacking nothing, whether universality, systematic methods, directness, adaptation to individuality, or durability of impressions.

Let us, however, look at the matter from the point of view of the school (and certainly, as public-spirited citizens, we librarians are deeply interested in the highest success of the schools). It is easy to see how the pupil, in the use of his text-books, may, at repeated points where his interest is awakened, refer to the fuller and more adequate discussions of the subject, in the library; how, on leaving school and going out from the reach of its influence, he finds in the library a means of continuing and perfecting the lines of study which originated in the school; how, in fact, the course of instruction, intended as it is as a groundwork on which the pupil may build his subsequent mental development, finds its best fulfillment in the library. Or, on the other hand, from the point of view of the library, we see that an intelligent use of the books is more certainly assured by the existence of a distinct class of persons who are regularly and systematically pursuing a given course of study; that the course of instruction, with its allusions to knowledge in so many different departments, is, when supplemented by the suggestive treatment of an intelligent teacher, the means of bringing many volumes into use which would otherwise stand on the shelves unread; that the work of a library (and particularly a public library) deals largely with the lower work of implanting an interest and giving an impulse to reading; and that the school not merely serves the purpose of furthering and developing this interest, but frequently affords the opportunity

of so molding the minds of pupils that they are led to continue their systematic reading after leaving school; that it is plainly impossible for the librarian, in matters relating to counsel and influence, personally to reach all, and that for this reason he must leave the matter mostly to the teachers, who are personally brought in contact with the pupils; finally, that a view to the intelligent use of the library by future generations suggests the necessity of molding the reading habits of the children who are to constitute these future readers, while they are still forming their habits of life.

Effective coöperation, in this matter, presupposes three things: mutual understanding, mutual acquaintance, and mutual action. The first requisite is a mutual understanding of methods and aims. Without it there may, perhaps, be some successful work, but that it incalculably increases the value of all work, scarcely needs demonstration. Certainly a teacher who knows the methods of obtaining books, who is familiar with the books themselves, and can give judicious counsel as to their use, who knows, in general, the purposes which libraries propose to themselves, is in a position to render more efficient aid than one who has no such familiarity. The librarian should encourage every inclination on the part of teachers to familiarize themselves with library work. On the other hand, the librarian must know something of the work of the teacher. It is not claimed that he should enter exhaustively into the technical details of educational science. By no means. That is the teacher's special work, as the detail of library science is his own special work. But there are certain principles underlying the nature and growth of the child's mind, and the order in which ideas are received and mental processes originated. The school and the library are both means of communicating information and effecting instruction, and are channels of mental and moral influence. So far, therefore, it is important that the librarian should know that perception precedes logical processes in the pupil's mental development; that the presentation of a work, intrinsically valuable, to the notice of the child, should be timed to correspond not only with his capacity to comprehend it, but also with his capacity to

feel an interest in it; that an objectionable matter of interest is more effectively dispossessed from the mind, not by simply withdrawing it, but by awakening interest in something higher and better; that a pupil's course can be most wisely shaped, not by preaching at him, nor yet by craftily enticing him into good reading, but by gaining his confidence, and then judiciously (and as earnestly as you please) bringing good books to his attention; that all work of this kind which is to succeed is based, not upon temporary expedients and superficial methods, but upon methods which, while requiring time in their fulfillment, will weave themselves into the very life of the pupil.

This topic leads naturally to the next. There is no better way of ensuring mutual understanding than through mutual acquaintance. Or, to put it in another form, there is no surer way to inspire interest in the corps of teachers than through acquaintance with them. For if there is any point upon which we are not in danger of laying too much emphasis, it is this one point, interest. In order to use books to the best advantage, the pupil must be thoroughly interested. In order to inspire the pupil with interest, those who are directing his development must themselves be interested, and as the librarian cannot personally reach all, he must communicate his interest to the teachers through personal acquaintance with them; in fact, he must multiply himself by 100, or 200, or 500. He must communicate his interest to them, be it observed, if they be not already interested, and it is a pleasure here to acknowledge the frequency with which intelligent teachers are found who are already fully alive to the importance of this matter, and who are untiring and efficient coöoperators with the librarian. But even here we know the intensified impulse which results when two minds, both fully interested in a common purpose, come into communication. There is no loss, but rather a gain, as we have had occasion to see in the course of our own coöperation as librarians. Something of this same feeling, almost allied to an *esprit de corps*, we need in our relations with the teachers.

On the mutual knowledge and mutual acquaintance thus outlined may be safely based such details of mutual action

as are found desirable. For no process can achieve the highest success which does not build upon an adequate appreciation of its various elements, nor can there be any true development of the pupil in this direction which is not at every point animated and inspired by the personal interest of teacher and librarian working in close relations.

First among specific measures may be mentioned the basing of the system of reading to which the pupil is to be introduced, on the course of study which has been marked out for the school; for, whether primary school, high school, or college, this course of study may be supposed to represent a mature and deliberate judgment of what best tends to the symmetrical development of the pupil. To illustrate: the study is that of the geography of South America, in a grammar-school class. Let one pupil be referred to Agassiz's work on Brazil, another to a work on Ecuador, another to one on Peru, another to one on Patagonia. Or, again, a class in the high school is reading Cicero. Let Forsyth's "Life of Cicero" be assigned to one pupil, Froude's "Cæsar" to another, Merivale's "History of the Romans under the Empire" to another, Brougham's "Roman Orators" to a fourth, and to another, Plutarch's "Lives." Time should be allowed for a careful and thorough reading of these works, and afterwards the impressions thus gained be followed up by the teacher, either by personal conversation or by a general exercise with the class, as indicated farther on in this paper.

Of a different nature is the course which should be taken in familiarizing pupils with the use of reference-books. This should begin very early in the pupil's career, and be made an essential part of his mental constitution, for in this consists one of the chief points of difference between a man of accurate scholarship and one who half knows a thing, a man with definite and specific habits of thought and one in whose vague apprehension knowledge is almost lost. Not only should pupils be familiarized at the school-room with the use of such reference-books as may be there, but referred to the library for others. See that the pupil forms the habit of following up his reading of a work of history or travel with an atlas on which he may trace the routes, and gain a

definite picture in his own mind. In reading a scientific work, let him turn to the cyclopædias for an explanation of some process or term with which he is unacquainted, and, in reading any work, let him consult the English dictionary for the meaning and derivation of unfamiliar words. At the library the works of reference should be entirely accessible, being placed outside the counter, with every convenience for consulting them; and the librarian should take pains, as far as possible, to assist in familiarizing readers with their use. We take pleasure in quoting from a teacher the following suggestion, which expresses precisely the proper attitude of the librarian: "If information is sought which you cannot supply at the moment, do not put off the inquirer until you have had time to look it up privately. Set to work *with* him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before the pupil. In short, show him how to carry on investigations for himself." The teacher should systematically encourage this tendency by questions given out at regular intervals, which do not, like the topics already alluded to, require reading a book through, but which require the consulting of a reference-book. The pupil will thank his instructor for such discipline as this, in after life, for the habit of intelligent observation and investigation, which has become almost "second nature," is of itself well worth acquiring.

But that which is essentially information is not the only species of reading to which the pupil should be introduced. DeQuincey's distinction between the "literature of knowledge" and the "literature of power" accurately designates the two elements, one of which is as essential to the complete development of the pupil as is the other. In all that relates to the pupil's use of books in the department of fiction, of poetry, of general literature, the teacher has an intimate interest. He knows, on the one hand, what worthless, nay, what injurious books may possibly engage the pupil's attention. He knows, on the other hand, what masterpieces of thought and expression, what exquisite passages and delightful volumes, may possibly never be brought to his notice.

If he have the patience to make a study of the pupil's development, and, more than this, if he have a genuine sympathy with the pupil's individual temperament and peculiar taste, he may, he will, be able to direct his reading into the right channels, and to help him to a culture higher than any routine discipline.

There is an exercise in most of our schools known as English composition. Rightly improved, it is an invaluable opportunity to the pupil, not merely of learning to express himself correctly, but, by drawing him into a hundred various lines of thought, of setting in operation mental processes otherwise in danger of lying dormant. The librarian, while supplying help in connection with composition-writing, should remember not to lose sight of this fundamental principle; for the exercise can easily be conducted in such a way as to deaden, instead of developing thought. If the librarian is furnished by the teacher with a list of the subjects assigned (and it would be well if this practice were observed), he should take pains to make topical references to whatever the library contains on the subjects, whether in separate volumes, in collections of essays, in collective biographies, in periodicals, or in government publications. This is labor which will yield a rich return. But at the same time he should, by judicious counsel and suggestion, direct the use of the authorities, if possible, in the proper way. He should see that the pupil is not forming the habit of mechanically incorporating the material of the author into his own composition, without any mental effort, without really making the thought his, but that with his mental powers in full operation, and stimulated by the suggestiveness of the author, the thought passes, by a process of assimilation, into the constitution of his own mind. It is by no means certain that the method of a New England high-school teacher, in this department, is not the correct one. Books are systematically assigned to members of the class for careful reading, and also subjects for composition on allied topics, but the latter are separated from the former by an interval of several months, and the request is made that there shall be no recurring to the books after they have once been read. The

tendency is to a careful, symmetrical reading of the book at the outset, there being no pressure felt to read with an eye solely to one feature, since the particular use which is to be made of it is not then known. The substance of the book is acquired, and, by the deliberate reflection of several months, digested. When at last the time comes to write, the pupil draws, not upon the material of another writer, transferring it bodily, but upon the contents and resources of his own mind. It may be that this method does not admit of universal application, but, where it is adopted, it must result in a culture of a superior order, since reading, viewed in this light, is not an operation to take the place of thought. It is one which is accompanied by the highest exercise of thought.

There is another exercise which is not yet an established feature of our school system but which has been adopted by several teachers with unvarying success.

This was advocated by the principal of the Worcester high school, in a recent address, under the name of the "free hour," and is a specified time, generally once a week, when the whole school comes together under the principal's direction, and the opportunity is afforded of giving the instruction a more general turn. We can readily see the possibilities of such a method in the hands of a skillful teacher, particularly as it relates to the reading of the scholars. It may even include instruction as to the external use of books: that a book is to be treated with decency and respect, the leaves not turned down, nor soiled nor written on; the leaves of a large book turned over with care and not picked up at the bottom nor leaned on with the elbows; the fingers never moved over the engraved surface of a plate or a map; books never left lying face downward, nor standing on the fore-edge, nor held with their two covers pressed back to back. It may certainly include suggestions as to the proper way to "take a book's measure," or "make its acquaintance," not by opening at random somewhere in the middle, and aimlessly turning over a few pages here and there, but opening at the title-page, noting what that has to say, then consulting the table of contents for an analytical ground-work of

the book, then, by the aid of the index, turning to and observing what the book appears to contain which one does not find in other books. It certainly may include suggestions as to the use of reference-books and in connection with preparing essays or compositions. It certainly ought to include exercises in direct connection with the subjects studied about in the text-books, and counsel as to the matter of reading in general, as has already been suggested. We all know how a book, at one time passed by with indifference or conscientiously plodded through, without apprehending or appreciating it, has afterwards been taken up, and read with keen interest, simply because the mind had now become charged with ideas and tendencies in direct relation with that subject. This is one reason why the system of daily bulletins or notes which some libraries have adopted is so successful. These notes ensure the reading of the book directly in the strongest light which can be brought to bear upon it, that of interest; bringing out with distinctness, and in relief, hundreds of points otherwise unnoticed. It is in the power of the teachers to familiarize their pupils with the regular, daily use of these bulletins, and thus put them in the way of a more intelligent connection with the movement of events in the world around them; and this also may properly enter into the work of the "free hour."

Not as a substitute for the several methods already enumerated, but rather in order to gather them up and enforce them, it has been found desirable in some places to publish a manual which shall be placed in the hands of pupils. Let us examine, for a moment, the requirements of such a plan. There should be lists of books suitable for the reading of the pupils in order that the tendency of the young to lose themselves in a wilderness of literature may be diminished as much as possible. Not only should these books be chosen with the utmost care, revised and amended from the point of view respectively of teacher, pupil and librarian, but it should be expressly stated that this list is not to be regarded as containing everything that the pupil should read, but as illustrating certain important lines of reading.

More than this, instead of being final, such a list ought to be made the basis upon which the librarian, by frequent and easy communication with the schools, may from time to time make such additions as shall be appropriate, and, in the light of topics of interest, seasonable. But this manual should also comprise a series of suggestions to the pupils, on the proper use of the library. In order to accomplish their purpose these must be brief, and directly to the point. More than this: they should be carefully explained by the teacher, at the outset, and afterwards enforced practically, repeatedly, continually, whenever the opportunity offers. This constant enforcement, and instilling of principles is of the highest importance; rather, it embraces everything else here named. And no genuine teacher needs to be told how effective, in this connection, is individual work. Much can be done in a general way; the "free hour" offers opportunities of a high order; but the hold which a teacher may gain, the influence he may effect, is intensified a hundred-fold by interesting himself in individual pupils whom he sees he can benefit; helping and instructing them, giving counsel and suggestions as to the use of books, gaining their confidence and learning the direction of their development; going personally with them to the library, and taking pains to give them an insight into literature; in short, placing himself where his efforts will have a directness not otherwise to be attained.

And if, to the teacher, such usefulness is possible, certainly no librarian will neglect to avail himself of all such opportunities which present themselves, even though he should be able to give to this work only a few minutes in each day. "There are few pleasures," to quote the language of a librarian justly eminent in this very department of library work, "there are few pleasures comparable to that of associating continually with curious and vigorous young minds and of aiding them in realizing their ideals." Every librarian should have it perfectly well understood that he is not merely willing but only too happy to render service of this kind.

It will be seen that these suggestions are in the line of a more systematic effort to make the benefits of our libraries effective by more effectually preparing the readers to use them. It will be seen also that the aim has been rather to turn existing agencies in this direction than to introduce wholly new growths. The lapse of a generation through which such a course of training had been carried steadily forward, would furnish a reading public such as would open to our library system an entirely new era of usefulness, and make its results palpably manifest, in the development of civilization. To recapitulate: On the part of the pupil there are requisite a continuous mental development and sufficient scope for individuality. On the part of the teacher and librarian are requisite a genuine interest in the work and mutual coöperation. The choice of methods must aim to bring the strong light of interest to bear on the presentation of each subject, and must be essentially direct and personal, and must follow up the first steps by continuous efforts. Instead of a policy which contemplates brilliant but superficial operations, should be chosen one which, with patience and persistency, enters upon measures which require time for their development, but whose results are substantial and permanent. These are practical suggestions, and it lies in our power to make a practical application of them.

THE RELATION OF THE PUBLIC LIBRARY TO THE PUBLIC SCHOOLS

This paper was followed in 1880 by a co-ordinate treatment of the subject by a neighboring librarian, Mr. Samuel S. Green, Librarian of the Worcester, Mass., Public Library. Samuel Swett Green was born in Worcester in 1837 and graduated at Harvard in 1858. He was an original member of his state library commission (from 1890), a founder and life member of the A. L. A. and its president in 1891. He was a member of the Board of the Worcester Public Library from 1867 to 1871 and its librarian from 1871 to 1909, in which year he was made librarian emeritus.

It is obviously important to maintain close relations between libraries and educational institutions which are designed for students whose minds are somewhat mature.

A wise college professor encourages and stimulates learners to look at subjects from many points of view, to examine processes by which scholars reach conclusions, and to make investigations themselves. Such methods only are requisite when a period of history is to be studied, opinions regarding questions in political economy or natural history to be considered, an English or classical author to be interpreted, or controverted questions in philosophy or theology to be discussed.

Students in advanced educational institutions should therefore have free access to the best books in all departments of knowledge. They need instructors who, however positive their own opinions may be in regard to contro-

verted questions, and however earnest they may be in uttering these convictions, nevertheless are animated by a broad, unsectarian spirit in teaching. They need, also, books to enable them to pursue their studies in accordance with the views and spirit of such instructors.

At Brown University it is considered practicable to allow students to go into the alcoves without permission, and take from the shelves such books as they wish to use.

While inspecting, three years ago, the library in the building especially devoted to the study of Natural History at Oxford University, I noticed that much space was given to collections of books needed by students in their daily work. These books were kept by themselves, and old books were withdrawn from the shelves and new ones added as occasion required. Students had free access to these collections, and were thus kept from the discouragement which young inquirers (may I not say nearly all inquirers?) felt in selecting, with no aid but that afforded by the catalogue of a large library, such books as are needed in somewhat limited researches.

In Harvard College library, a large number of the professors designate works to be set aside, on shelves prepared for the purpose, for the use of students in pursuing courses of instruction given by them, and I learn from its distinguished librarian that it is his purpose to select from the great collection of books under his charge 30,000 or 40,000 volumes, to be used by students as a working library.

They are to have the privilege of roaming at pleasure through the shelving devoted to this collection, and of rummaging at will among the books. As works become antiquated they will be removed from these shelves, and new ones will be constantly placed upon them.

Additional advantages are within reach, where, as in Rochester University it is the practice of several of the professors to meet students at the library during specified hours, to talk over with them subjects that they are interested in and assist in the selection of books needed in their investigation and treatment. Where, as in the largest colleges of the country, it is not customary for the professors to meet many

of the students excepting in the class or lecture-room, there should be a librarian or competent assistant, whose duty it is to give whatever time is needed in rendering assistance to persons engaged in investigation. Such an officer should be careful not to render the inquirer dependent, and only to remove obstacles enough to make investigation attractive.

The librarian of a college can easily supplement his general knowledge of books with the special bibliographical information had by the professors of the institution.

The student often needs to be referred to sources of information. If, for example, he has to consider one of the applications of science to the arts, arrangements at the library should be such that he will have standard works and monographs pointed out to him, and his attention called to the sets of proceedings and transactions of learned societies and periodicals which should be consulted by him, with the aid of indices, in seeking for the information he desires.

It is not enough to set aside in a college library collections of books illustrative of the various branches of knowledge. Students need, also, the assistance of accomplished professors or a well-informed librarian in making researches. This assistance leads to a more thorough performance of work in hand.

It does more than this, however. Its best results are found in the knowledge which it gives the inquirer of finding out how to get at information by the use of books, and in the formation in him of the habit of making investigations and in the acquisition of facility in their conduct.

It may be mentioned incidentally that where higher educational institutions depend upon public libraries for books, and these are situated at a distance from their buildings, it has proved useful, in one instance, at least, to enlist students in the work of making an index of some of the principal sets of transactions which they and the professors have oftenest to consult, to be kept where its use will be convenient to them.

Academies and high schools need access to well-furnished libraries. Worcester, Massachusetts, is a small city of about 60,000 inhabitants. It has many educational insti-

tutions besides its public schools. In addition to the Free Institute of Industrial Science and the College of the Holy Cross, institutions which make a constant use of the Public Library, but which for our present purpose should be classed with colleges, it has a State Normal School, an endowed academy, a military school, and several smaller schools for young ladies and boys. It has also, a large high school. Teachers and pupils from all of these schools make a large use of the Public Library every day. Thus the students at the Normal School, use it for a variety of purposes. They are required for example, to choose subjects which they will talk about before the school for a few minutes. They come to the library with subjects selected on which they wish for information. This they get when they can from reference books which they are allowed to consult without asking permission. They call, too, for such books as they desire. When however, as is frequently the case, they do not know what the sources of information are, or which of several books it is well to read or study, they go to the librarian for assistance, and he points out to them books, pamphlets, and articles which contain the material desired by them in the form they wish. The librarian, in searching for information, conducts the search, in so far as is possible, in the presence of the inquirer, so as to teach him how to get at information desired.

These pupils are also required to write essays on various topics illustrative of the principles and art of instruction. The librarian refers them to the writings of such authors as Richter and Rousseau, Locke and Bain, Mann and Spencer, and to sets of such periodicals as Barnard's Journal of Education and to series of volumes containing addresses and accounts of discussions in the annual meetings of the American Institution of Instruction, the National Educational Association and other bodies, and to reports of the best supervisors and superintendents of schools. Professor Russell, the principal of the Normal School, in writing about the connection between the Public Library and this school last April, made the following statements: "I find, upon inquiry, that during the current school year, beginning last Septem-

ber, not less than 64 per cent of the students of the State Normal School have had occasion to visit the Public Library to pursue investigations connected with their studies, several reporting upward of twenty such visits, and this notwithstanding the fact that the school is situated at a distance from the library, and that we have an excellent though small working library of our own. The works thus consulted cover a wide range, but are chiefly in the departments of science, history, art, politics, statistics, biography, and general literature. So far as our own school is concerned, therefore, we could not without serious loss dispense with so valuable an auxiliary in the training of teachers for the public schools. Moreover, I find that our graduates who go away from Worcester to teach, very generally complain of the inconvenience and privation they feel in being cut off from the privileges of the Public Library.

In the high school some of the teachers, for the purpose of cultivating readiness in expression and ease in composition, as well as with the object of rendering the knowledge of subjects taught thorough, require scholars to talk and write frequently about subjects suggested by the lessons and lectures, and thus to pursue limited investigations in such branches of knowledge as history, chemistry, English literature, and classical biography and antiquities. It is customary in this school, when questions occur to the teacher that cannot be answered by the use of books at hand, or are asked by scholars, for a teacher or pupil to go to the library before the next session of the school, and by consultation with the librarian or an assistant select works containing the answers sought.

An advanced class, which is listening to lectures on some of the more important practical topics in political economy and the science of republican government, will be told to give in writing the history of the movement for civil service reform and an account of the arguments brought forward in favor of plans proposed to further it and in opposition to them, or a description of the proceedings of Congress which led to the formation of the Electoral Commission after the

last presidential election, or of the arguments used for and against woman suffrage.

Another advanced class will be required to write essays on such subjects as fermentation and disinfectants.

Some of the teachers come to the library, and in consultation with the librarian, select large numbers of books, more or less closely connected with the studies which scholars are at the time pursuing, and recommend them to pupils to read in connection with their lessons or for entertainment.

Many of the teachers consult the librarian in regard to books to be used by them in their own preparation for class work.

Some teachers bring classes to the library to see illustrations of the architecture of Greece, and Rome, or specimens of early printing and illuminations, or examples of the work of great artists. They are received there in a large room, furnished with a table and settees, and well heated and lighted.

Mr. Samuel Thurber, the principal of the high school, wrote in a paper which is dated June 15, 1897, as follows.

"Pupils of the high school, in common with other citizens of Worcester, are exceptionally favored in their opportunities for reading and investigation in the Free Public Library. That they take advantage of these admirable facilities is evident to any one who sits for an hour in the afternoon with the librarian, and observes the boys and girls, of all classes, who come with their questions concerning almost all matters in history, science, and literature. The librarian and his assistants must know pretty well what is going on in the school.

There is a post-meridian session of the school every day over in Elm street. While the regular teachers are hurrying and worrying with college classes, these afternoon teachers in the other building are patiently having their session, which does not end at any particular time, but only when each questioner is answered, or at least shown how to find his answer. We do not see why these Elm street folks are not just as much high-school teachers as those who congregate each morning in the great building with the tower."

Again, under date of April 5, 1880, Mr. Thurber writes: "As an ally of the high school, the Public Library is not merely useful; it is absolutely indispensable. By this I mean that without the Library our work would have to be radically changed for the worse, and would become little better than mere memorizing of text-books. Our teachers and pupils throng the Library, and there acquire the habit of investigation, and of independent, well-grounded opinion on a multitude of subjects of the utmost importance to citizens in a republican State. Without the school, occasion for exploring the Library would arise much less frequently; and without the Library, the desire for knowledge constantly awakened in the school, would have to go unsatisfied."

The teachers and scholars of the grammar and some lower grades of schools may derive great advantage from the use of facilities which it is in the power of public libraries to afford them. Few friends of education seem to have found out, however, that a close connection between public libraries and schools of these grades is practicable, even when they have come to realize that it is desirable. Wishing, therefore, to give a practical turn to this paper, I think I cannot do better than to write out an account of some efforts in this direction made in Worcester during the last winter and spring. Four gentlemen interested in the movement—namely, the Superintendent of Public Schools, a member of the School Committee, who was also a member of the Board of Directors of the Public Library, the principal of the Normal School, and the Librarian of the Public Library—came together late in the fall of 1879, for the purpose of considering whether it was desirable and feasible to bring about a considerable use for school purposes of the books in the Public Library, by the teachers and pupils of the schools of the seventh, eighth, and ninth grades.

These gentlemen agreed that the studies of scholars would be made pleasanter and more profitable were such use to be made of the Public Library.

They thought also, that in the event of the establishment of a close connection between the Library and these grades of schools, much good might be done in guiding the

home reading of children at an age when the habits of reading and study are forming.

But an obstacle suggested itself at the start, namely, the crowded state of the course of study. This was overcome by deciding to confine the attention in the beginning to efforts to secure the benefits first mentioned, and even in this direction to aim only at the gradual introduction of improved methods. The conclusions reached were that it was advisable to proceed to the immediate use of attractive library books in the study of geography, and in order to get the additional time needed in carrying the new plan into execution, as well as for the purpose of making the exercise in reading more interesting and useful the reading of classes should be largely done from carefully selected books of travel instead of from reading-books. The Superintendent of Schools invited the librarian to lay the plan proposed before the teachers in the grades of schools mentioned above, and when they had been called together he pointed out to them that there were many things that could be done in schools to better advantage than at present were there a close connection between the Library and the schools; offering at the same time to aid them in doing any good work they might wish to undertake, but advising them to try the limited plan which had been agreed upon at the meeting by the gentlemen just mentioned, whether they attempted anything else or not.

The teachers listened in an interested manner, and many of them showed not only readiness but anxiety to undertake the work it was suggested they should do. The librarian then invited them to select some country that they would like to have illustrated by means of books belonging to the library. They selected one, and came to the Library building the next half-holiday to listen to the promised exposition. The librarian had before him, say, one hundred volumes relating to the country in the description of which aid was to be offered, and pointed out wherein the value of each one consisted to assist teachers and scholars in studying geography. They saw at once that valuable aid could be had from the Library in their work of teaching, and the next

step taken by the librarian was to invite them to tell him what countries the children were studying about at that time, and to keep him informed in regard to those they were at work upon at other times, in order that he might help them to pick out works suitable for school use.

Books were at once selected for the immediate use of teachers and scholars. The teachers needed books of travel and other works to read themselves, and from which to select interesting passages for children to read in the class or to be read to them, and incidents to be related to the scholars orally. Volumes had to be picked out, too, for the children to use in the place of reading-books of the right size, well printed, freely illustrated with really good wood-cuts or engravings from metal, written in good English and adapted to the ages of the children to whom they were to be given, and calculated to interest them. Books were also selected that treated of subjects closely connected with the lessons, for children to read by themselves in unoccupied hours in school, or for entertainment and improvement at home. The Library arranged to issue two new kinds of cards, one for the benefit of teachers, the other to be used by teachers for the benefit of scholars. On cards of the first kind six books might be drawn out by instructors, to be used in preparing themselves for school work or for serious study in any direction. On the other kind of cards it was permissible to take out twelve volumes, for the use of scholars whose reading teachers had undertaken to supervise. These cards it was supposed would be used chiefly for the benefit of such children as were not entitled by age to have one of the cards usually issued by the Library, or whose parents had neglected or been unwilling to take out cards for their use. Teachers were invited to bring classes to the Library to look over costly collections of photographs and engravings illustrative of the scenery, animals, and vegetation of different countries, and of street views in cities.

A few obstacles were met with. For instance, teachers wished, before adopting the new methods in studying geography, to know whether examinations at the end of the term were to be on the text-book alone. They were assured by

the proper officers that, if they adopted the system of teaching, examinations should be made to conform to it. It soon became apparent that some of the more enterprising teachers, by a skillful use of the facilities afforded at the Library, got more than their proper proportion of the books on a given subject in which there was an interest felt in several schools at once, and kept books out of the Library so long as to prevent other teachers from working to advantage. The heads of buildings were called together, and removed these difficulties by making certain agreements satisfactory to themselves and the librarian, in regard to the time the teachers in any one building should keep out books and respecting other pertinent matters.

Soon a good start in our work was secured and most of the obstacles disappeared. More duplicates were needed than could be supplied at once, but by consultation and careful consideration of means at our disposal, this difficulty was lessened. It will disappear altogether in time, because, when a close connection is established between schools and libraries, the latter will consider carefully the needs of the former, and add every year large numbers of books on all subjects taught in the schools, and of works which it is wholesome for children to use in home reading. As the course of studies in the schools remains the same, or nearly so, year by year, the Library will soon have on its shelves books enough to supply adequately the needs of teachers and scholars.

One or two general features of the plan I have described should be mentioned. An earnest effort was made to bring about intimate relations between the librarian and teachers, so that the latter would feel free to state all their wants and difficulties, and the librarian have an opportunity of finding out whatever is faulty in his arrangements and procedure. Much has been left to the judgment of individual teachers. It is always important that this should be done. It seems doubly so in a case such as the present, where but few results of experience are obtainable. Good results have followed the movement in Worcester. One hundred and nineteen teachers took out either a teacher's or a pupil's

card during the four months that elapsed after putting the plans in execution before the close of the schools for the summer vacation. Seventy-seven of these teachers took out both kinds of cards. All the cards taken out have been used constantly, and the number of books given out on them had been large. Besides these, a very large number of books had been circulated by means of cards commonly used in the Library, which scholars have given up to their teachers with a request for assistance in the selection of books for general reading.

The testimony of teachers and scholars has been uniformly to the effect that the use of books from the library has added much to the profitableness and interest of the exercises in reading and geography. It has been noticed that scholars enjoy reading from a well-illustrated book of travels (e. g. "Zigzag Journeys," or Knox's "Boy travels in the East"), and that in its use they read understandingly and with increased expression. The members of the class while not reading feel inclined to listen, and, when asked, show ability to tell the teachers what others have been reading about. Scholars break off from the reading lesson, too, with a desire for its continuance. Two ladies having charge of a room in one of the grammar-school buildings tell me that they have fitted up a dressing-room, in which they arrange on a table illustrated books taken from the Library, and that as a reward for good recitations one day they allow scholars to go into that room the next day, a dozen or so at a time, to gather around the table to look at the illustrations and listen to the teacher's description of countries illustrated. These teachers say that lessons have been much better learned since the adoption of this plan than before, and announce that they intend to teach geography largely in this way in the future.

In doing the work I have been describing, it was hoped that, besides rendering study more profitable and agreeable to children, they would learn, incidently, that there are many books which are interesting and yet not story books. Teachers tell me this has been the case. Two in particular have stated that boys who were in the habit of reading New York

story papers and dime novels have gratefully received wholesome books recommended by them. The books and papers they had been reading had been thrust on their attention. They knew of no others that are interesting.

One of these teachers says that some of the scholars remind her of hungry men, unable to get nourishing food, in seizing upon anything they could lay hands on to satisfy a longing for reading-matter. One of the grammar-school principals with the aid of some of his assistants, has done a very considerable work in influencing the reading of his scholars. He has used teachers' and pupils' cards held in the building under his charge, and in talking with the scholars has incited them to ask him to take possession of their cards and help them pick out books. Two of his assistants have made it a part of their work to consult the catalogues of the Library and printed and manuscript lists of books which the librarian placed in their hands, and in the use of these facilities and by the aid of the librarian to select large numbers of books for the use of scholars. This principal sends to the Library cards for fifty books at a time. The books are taken to the school and put in the charge of one of the scholars who has been made librarian. They are looked over by the teachers, and some volumes are retained by them to be used in the reading exercise or for silent reading in connection with the lessons. Most of the books, however, the scholars are allowed to examine freely, with the object of selecting from them such as they find interesting to take away from the building to read at home. It has seemed to me that this grammar-school instructor and his assistants are doing a very important work for the benefit of the community.

In doing this kind of work a special catalogue of, say, 2,000 volumes is very much needed. Such lists of books which have been issued in Boston and elsewhere for use in schools as have come under my notice are inadequate. They are made up in altogether too large a proportion of books which, however excellent in themselves, are only adapted to the capacity of mature pupils. Sufficient care is not taken in them to designate the age of children for which particular books

are designed. What is wanted especially is a selection of books for children between the ages of eleven and fifteen, every one of which is known from actual perusal by competent persons to be really a good book, and one adapted to the capacity of young folks. I have recently made some efforts to have such a catalogue prepared, and I am happy to be able to state that several ladies in Boston who are very familiar with this kind of work, and the value of whose labors has already been thoroughly tested, are now engaged preparing such a list. I hope this can be published in the course of a few months. It is intended to use notes to show what the contents of a book are when its title does not indicate them. Meanwhile, I can only refer teachers to such sources of information as I mentioned in an essay on "Sensational Fiction," read before the American Library Association at its meeting in the summer of 1879 (and published subsequently in the Library Journal and privately printed in pamphlet form), and to librarians and other persons who may be supposed to have special information regarding books.

Among ways not before mentioned in which the teachers of grammar and lower grades of schools have used the library are the following: Some have requested every member of a class to go to the library to get information about some of the mountains, water-falls, or mineral springs of the United States, or about other specified objects to be embodied afterward in short compositions. One teacher has adopted a plan which as I have stated, is in use in the high school, and had brought a class of children to the Library building to look at costly representations of the scenery, occupations, buildings, costumes, etc., found in China and Japan. It is customary with some teachers, when the scholars are studying American history, to procure from the Library the current lessons, to lend to pupils to use in the evenings in acquiring a more extended knowledge of incidents treated of only briefly in the portion of the text book studied during any particular day. One teacher, whose school is situated at a distance from the library building, asked a wealthy citizen to buy for the school a hundred or more of the books which she most needed in her work. He

complied with her request at once, and after several consultations with the librarian she made an admirable selection of books, which were bought for her at low rates at which librarians make purchases.

Even in lower grades of schools than the seventh, considerable assistance may be afforded teachers when towns are enlightened enough to spend money in providing in their libraries books adapted to little children, as well as those suited to older boys and girls and persons who have grown up. Several of them have found such books as "Tiny's Natural History in words of four letters," by A. L. Bond, and bound volumes of the Nursery, as well as stories such as those in Miss Edgeworth's "Parent's Assistant" and "Grimm's Fairy Tales," very useful in doing school work.

Valuable suggestions in regard to work that may be done by the co-operation of schools and libraries are to be found in a paper read by Mr. William E. Foster, librarian of the Providence Public Library, before Rhode Island Institute of Instruction last January, and recently published by the institute in a pamphlet with two other papers.

Of teachers in Boston who have used the Public Library in that city in connection with the school work, the one whose use is oftenest mentioned is Mr. Robert C. Metcalf, master of the Wells Grammar School for girls. Unless I misunderstand a recent utterance of Mr. Metcalf, there is only one kind of work that he has found it feasible to do in connection with the Public Library—namely, that of teaching children to read attentively and with comprehension of what they are reading. He sends to the library for, say, twenty copies of some publication as Towle's "Pizarro," or one of the longest poems of Longfellow, has every member of the class read the book selected very carefully, a portion at a time, and sets times when he will examine them on the parts of a book assigned for reading, to see whether they know just what the author has written, and have studied its characteristics in expression.

This is an excellent exercise. Valuable aid in conducting it may be found in School Documents Nos. 17 and 29,

1877, and 21, 1878, issued by the supervisors of schools in Boston. If an additional evidence of the need of it is desired, it may be found in the record of the results of an examination of the schools in Norfolk county, Massachusetts, printed in the last report of the Massachusetts Board of Education. It is a matter of consideration, however, whether it is the province of a public library to supply books needed for this exercise. Judge Chamberlain, the librarian of the Boston Public Library, gives reasons in his last annual report why they should be furnished by the library. On the other hand, it may be said that schools with intelligence supply collateral reading to teachers, and that it is quite in the line of this undertaking to furnish books needed for the kind of work done by Mr. Metcalf. There should be no quarrel over this matter. Teachers should have the books needed in doing work of this kind, whatever may be the method it is thought wise to adopt in supplying them in any given town; whether it seems best to have them provided by the public library or by the school committee, or to have them bought with money secured by subscription. Numerous duplicates of but a few books are needed, since a work, after being studied in one school, can be passed along to the other schools of the same grade to be studied in them, and good books, suitable for the purpose mentioned, are published at the Clarendon press and by American publishers at a very low price. There is a way too, in which some of the advantages of this kind of work can be secured by aid usually afforded by libraries—namely, by dividing a class into groups of four or five members, and giving to the scholars in each group a separate book to examine. Books and magazine articles could be chosen that children have ready access to at home as well as in the libraries. Some pupils would be willing to buy copies of inexpensive books. That such a plan as this has been followed with success, in one case, at least, is shown in an article entitled "The weekly 'reading-hour' in a Providence (R. I.) school," published in the New England Journal for February 19, 1880.

Is it practicable to do in large cities the work which it has been shown has been well begun in a city of 58,000 in-

habitants? It seems to me easy to do it there. But how could we deal with the masses of men, women and children, who under the plan proposed, would use libraries for purposes of reference in large cities? Would not the numbers of applicants for information be so great as to forbid much consultation between officers of libraries, and students and readers? No. In doing this kind of work, deal with inquirers in the branch libraries as well as the central building.

The large cities of England and America have found themselves best able to fulfill their functions in the community by establishing numerous branch libraries, in a circle around the central library, in different sections of the territory which they cover. A considerable portion of the books in the branch libraries should be selected with especial reference to the needs of teachers and scholars. Persons should be placed at their head who have been chosen because, among other qualifications, they have the ability to render assistance in the commoner fields of investigation to ordinary inquirers. Large collections of books are not needed in doing work in connection with schools. Small branch libraries selected with regard to their wants, when supplemented by the resources of the collection in the main building, are adequate. In furtherance of the work of rendering assistance to inquirers among scholars and teachers, there should be at the central library some man of large general acquaintance with books and of zeal for the dissemination of knowledge, to whom teachers and others in search of information may give ready access when in search of knowledge, regarding any subject they are interested in. He should have as many assistants as are necessary to meet the demands of the inquirers.

With such a head and a sufficient number of assistants in the central library, and with competent heads of branches, it is perfectly feasible to do this kind of work in connection with schools. Ordinary applications for information would be met at the branches, and difficult questions would have to be answered at the central library by the presentation of the inquirer there in person, or by conversation through telephones connecting branches with the principal building. Nor

need such service be very expensive. The officer having charge of this kind of work should be a cultivated man of somewhat exceptional qualifications, whose abilities and attainments command compensation equal, say, to the principal of the high school. It is easy, I know from experience, to train intelligent women who have had only a high school education, but who have some interest in books, and pleasant manners, to do the ordinary work required in pointing out sources of information. Questions of teachers and scholars recur and having once been answered by the chief, can be answered afterwards by the assistant.

It seems to me practicable to do even more of this kind of work in large cities, and to be perfectly feasible to invite the public generally to come to public libraries, every person with any question he may wish to ask, that books will answer, for the purpose of having the best source of information adapted to his needs and capacity pointed out to him and placed in his hands. The number of inquirers will not be so great as to become unmanageable and swamp the facilities of the libraries, but it will be large, and, increasing gradually, will have to be met by a gradually increasing force of assistants. I make these statements of my convictions after careful consideration of the subject, and after ten years of experience in conducting a library, with no mean success, on the plan recommended. The aim, bear in mind, is not to provide information to specialists, but to help people generally to get answers to questions which they feel interested in having answered.

I see no reason why, in doing this kind of work, a library in a large place could not, with very little difficulty, get great assistance from gentlemen outside of the corps of officers. Take Boston as an example. How easy it would be to interest a large number of the professors in the colleges and other educational institutions in and near the city, and specialists in different departments of knowledge in professional life or leading a life of study in comparative leisure, to allow questions to be put to them occasionally in regard to what book or books should be given to an inquirer, when the general knowledge of the officers of the library, with bib-

liographies at their command, fails. Treat these gentlemen as men to whom you are indebted, and afford them graciously every privilege that can possibly be granted to students, and let them feel that they are an important factor in the management of the library, and I am sure that, leaving out the very selfish men who are found among scholars as well as men in other occupations than study, a large corps of voluntary assistants could be found ready to render the small amount of gratuitous service needed of them, in consideration of the consciousness that they were conferring a public benefit. Of course tact would have to be used at the library, and no unnecessary labor should be without expense to them. The large libraries need and can have more co-operation in the selection of books and in the dissemination of knowledge. Are there not numbers of young specialists in large cities, and men of maturer years, who would delight to co-operate with the officers of a great library in making the institution an exchange for information, a great educational institution, a university for the people? Would not scholars at a distance allow themselves to be consulted occasionally for the benefit of inquirers, in consideration of the privilege of occasionally asking themselves to have little investigations made, and in return for infrequent loans of books.

One word in regard to libraries in small towns, and I close. In such places, persons interested in the schools are likely to feel an interest in the town library, and to be officially connected with it. School-committee men and teachers in small towns should see to it that a portion of the money appropriated in town meeting for the use of the library, is spent for books that teachers and scholars need to consult and use.

LIBRARIES AS RELATED TO THE EDUCATIONAL WORK OF THE STATE *

Next we have the presentation of this new educational evangel before a body of eminent educators, in an address by Melvil Dewey, then director of the Columbia College School of Library Economy, before the Convocation of the University of the State of New York, at Albany in July, 1888.

Melvil Dewey was born in Adams Center, N. Y., in 1851 and graduated from Amherst in 1874. He entered the library profession at once as acting librarian of his college, founded the Library Bureau in 1876, and in 1883 became librarian of Columbia University, N. Y., where he founded the earliest library school in the world, removing it with him to Albany, N. Y., on his acceptance of the directorship of the State Library there in 1888. He resigned in 1906 and has since devoted himself to the development and extension of the Lake Placid Club in the Adirondacks, which he founded in 1895. Dr. Dewey is known throughout the world as the author of the system of decimal classification that bears his name. He has a fertile mind and a cogent manner of presenting his views. The modern progressive movement in library work probably owes more to his influence, as an impulsive force, than to that of any other one person. He served as President of the A. L. A. in 1890-'91 and again in 1892-'93.

*The spelling of words in the address is that used by the author.

indexes wer chiefly conspicuous by their absence, or wer so meager, unreliabl, and so destitute of clear grouping that the only way to find what was wanted was to read the whole catalog. The library was open an hour or two now and then, and closed evenings, holidays and vacations, for annual cleaning or for almost any excuse—on busy days, because no one had time to cum; on holidays, because the librarians also wanted those days for rest. Finally and most important the old type of librarian was a crabbed and unsympathetic fossil who did what he was forced to do with an air that said plainly he wisht you had not cum, and a reader among his books was as unwelcum as the proverbial poor relation on a long visit. It is a sorry picture but by no means wholly fanciful. In many places those who knew would pronounce it a study from life.

Contrast all this with the library as it should be and in many cases wil be. Placed centrally where it is most accessibl to its readers; the bilding and rooms attractiv, bright and thoroly ventilated, lighted and warmd, and finisht and fitted to meet as fully as possibl all reasonabl demands of its readers; the books all within reach, clean and in repair; those oftenest needed nearest the delivery desk, labled and numberd; arranged on the shelvs so that each reader may see together the resources of the library on the topic which he wishes to examin, kept constantly redy for inspection; with simpl and complete indexes and catalogs to tel almost instantly if any book or pamphlet wisht is in the bilding; open day and evening thruout the year and in charge of librarians as please to see a reader cum to ask for books or assistance as a merchant to welcum a new customer; anxious to giv as far as possibl to each applicant at each visit that book which wil then, and to him, be most helpful.

These ar the facts. The old library was passiv, asleep, a reservoir or cistern, getting in but not giving out, an arsenal in time of peace; the librarian a sentinel before the doors, a jailer to gard against the escape of unfortunates under his care. The new library is activ, an aggressiv, educating force in the community, a living fountain of good influences,

an army in the field with all guns limbered; and the librarian occupies a field of activ usefulness second to none.

We wil speak then of the relation of schools and libraries as they ought to be, not of the failures of the past.

THE SCHOOL'S NECESSARY COMPLEMENT

It takes the world a great while to lern what seem afterward very simpl lessons. A happy tho't sumtimes revolutionizes the common practices of centuries. It cumz out as clear as lightning in the darkness and the world recognizes and accepts it, as witness the telegraf and telephone and other modern miracles. But sumtimes the new idea crystalizes so slowly that it seems like a geological formation. But whether with swiftness of light or slowness of granit the world moves stedily forward.

I suppose the man who first proposed attaching a wagon to the horse and making him draw that as wel as his load, was voted as great a visionary as the modern flying machinist. But when on a smooth road he proved that the same horse could draw ten times as much as he had carried, why the wise old world said, "the man is right. Go to now, let us bild ourselves wagons." But the obstructionist (the dear, dredful, omnipresent old fossil was surely there) said, "In spite of his proof, the wagons ar useless for they cannot run on our bridle paths." And there was truth, as there often is, in the obstructor's position. But the world that bilt the wagons has bilt the roads. And when we remember that the bilders hav gone on to cross the continent with roads of iron and wer not dismayd at the great span of the Hudson at our feet, or at the huge Hoosac bulk we can almost see beyond the other shore, you wil hardly think the task too great to bild the road of which I am to give you a bird's eye view to-day.

If you wil follow me you wil recognize that our schools can do but a fraction of their work without the libraries. They ar horses without wagons, engins without cars, canals without boats except such skifs and scows and rafts as chance may throw upon their waters. We must hav proper carriages as wel as motiv power, and then must make suitabl provision for broad and straight and level roads.

THE REAL GATE TO THE SOUL

We ar spending our time and money with a freedom of which all the world is proud, to giv our youth in our public schools not much information or culture, but only the simplest tools which if rightly used wil enabl them to educate themselvs by reading.

Of old it was only the lerned few who could read; most of the world wer limited to conversation: Now, we ar told this is an art more rare than music, and only the educated few ar able to converse; but, except illiterates, everybody reads. Less and less from living voice, from pulpit or rostrum, and more and more from printed page, ar peopl getting their ideas and ideals, their motivs and inspiration. The mass of knowledge credited to nature and observation cumbs most of it, not directly, but thru print. The eye, not the ear, is the great gate to the soul. The town crier no longer rings his bel and shouts his message thru the streets. Even if told orally, most readers wish to see "how it looks in print" as an average English reader of French wishes to see rather than hear the words. All that is worth knowing soon gets into type. What a boon if such only wer printed!

As we study the question, it becums clear that the difficulty and expense of reaching the peopl by the voice, and the cheapness and permanence of print make it necessary, if we ar to educate and elevate the masses and make their lives better worth living, that we should in sum way put in their hands the best reading. I say best, for reading is not necessarily good or elevating, tho it certainly averages much higher than conversation, because much greater care is taken in its preparation. Labor and cost bring into activity the law of survival of the fittest. But if good books average higher than good conversation bad books ar more powerful for evil; for when ideas good or bad get into book form they ar apt to becum vastly more potent. We hav thus a dubl reason for our missionary work; to give good reading for its own sake and also as the best means to drive out and keep out bad. To teach the masses to read and then turn them out in erly youth with this power and no guiding influence, is only to invite the catastrofe. Human fashion

they ar quite as likely to get bad as good. The down hil road is ever easiest to travel. The world agrees that it is unwise to give sharp tools or powerful weapons to the masses without sum assurance of how they are to be used. Even George Washington got into mischief with his first hatchet.

THE BOOK MIRACLE

The children of another generation wil see nothing specially wonderful about the telefono or electric light. So we, born to constant sight and use of books, seldom stop to think what a miracl they ar. As distinguist from the brute the savage has the divine gift of speech. And when we think that the vibrations of the air started by the vocal chords convey to another the workings of the human soul, we no longer wonder that speech has been lookt on as the direct gift of the Almighty, a power too wonderful to hav been invented by man. And when, a step higher, the image of his Maker discovered the art of writing, and lernd to make spoken words permanent on wood or stone or clay, we do not wonder that the savage worshipt the chip that could talk or the bit of paper that unaided made a complete communication. Has there been anything in the world's history so wonderful as a modern book?

And remember that of late years the printing press has calld to its aid grafic methods, color, form, the curvs and coordinates of geometry, and the many photographic proc-esses, so that in many cases the book makes the author's meaning clearer and more easily understood than would be possible for a score of authors with the living voice. In proof of this consult sum recent statistical atlas or the profusely illustrated volumes in science. Or take this very point of illiteracy:—here is a map on which is indicated by darkness of shading the amount of illiteracy in each section. Or to be more exact, here is a page with the list of all the states at the left, followd by colums representing each decade of this century, with the dates at the top of the page. Running across this page, opposite each state, is a curved line indicating by its hight above the ruling, the percentage in that state that cannot write; for each year the rise and

fall of the lines show the fluctuations grafically. A similar line in red opposit the same state in the same way shows the percentage that cannot read. Thus on this single page, at a glance, is told with geometrical accuracy, conveying to the mind a clearer idea than would figures (in sum such charts, indeed, the figures ar also inserted), the amount of illiteracy for the whole country; or for any givn year, by reading down the proper colum; or by reading across, the condition of any givn state during the whole century; or, by consulting the intersections of these colums as on a railroad time table, the condition of any place, at any time. No amount of oral statement could begin to give so clear an idea as a few minutes' study of these two pages. Similar methods ar being applied to almost every subject of human interest. Recent fotografic processes hav made exact pictures and all kinds of illustrations so cheap that a modern book, as compared with those of last century, is like a modern lecture on science in which every point is illustrated by experiments performed before the listener or by mere oral statement which, however skillful the word painting itself and however clearly defined in the mind of the speaker wer all the ideas of objects referd to, simply could not reproduce them as clearly in the mind of the listener.

Emerson says: "Consider what you hav in the smallest chosen library. A company of the wisest and wittiest men that could be pickt out of all civil countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves wer hid and inaccessible, solitary, impatient of interruption, fenced by etiquette; but the tho't which they did not uncover to their bosom frend is here writn out to us, the strangers of another age."

And his friend Carlyle adds:

"Of the things which man can do or make here below, by far the most momentous, wonderful, and worthy, ar the things we call books."

OUR TWO-SIDED TRIANGLE

Reading is a mighty engine, beside which steam and electricity sink into insignificance. Four words of five ar writn: "It wil do infinit"—: It remains for us to add "good"

or "il." What can we do? Good advice and example, encouragement of the best, addresses, all these help, but no one questions that the main work is possibl only thru the organization and economy of free public libraries. Many hav practically accepted this fact without clearly seeing the steps that hav led to it. It is our high privilege to liv when the public is beginning to see more than the desirability, the absolute necessity, of this modern, missionary, library work. With the founding of New England it was recognized, tho opposed to the traditions of great powers in church and state, that the church alone, however great its preeminence, could not do all that was necessary for the safety and up-lifting of the peopl. So side by side they built meeting-house and school-house. The plan has had a long and thoro trial. None of us ar likely to question the wisdom of bringing the school into this prominence, but thotful men ar to-day, more than ever before, pointing out that a great sumthing is wanting and that church and school together have not succeeded in doing all that was hoped or all that is necessary for the common safety and the common good. The school STARTS the education in childhood; we have cum to a point where in sum way we MUST carry it on. The simplest figure cannot be bounded by less than three lines; the lightest table cannot be firmly supported by less than a tripod. No more can the triangle of great educational work now wel begun be complete without the church as a basis, the school as one side, the library the other. The pulpit, the press, and wideawake educators everywhere ar accepting this doctrin. There is a general awakning all along the line. The nation is just providing in the congressional library a magnificent home for our greatest collection of books; the states ar passing new and more liberal laws to encourage the founding and proper support of free libraries; individuals ar giving means for establishing these great educational forces, as never before. Witness Walter Newberry's three millions to Chicago, Mrs. Fiske's million and a half to Cornell University, Enoch Pratt's million and a half to Baltimore, Judge Packer's half million for the library of Lehigh, Andrew Carnegie's profferd quarter million to Pittsburg,

and proudly at the head, greatest of all library gifts, Governor Tilden's five to ten million left to New York, not to mention the hundreds of smaller gifts which mark the last few years. New large and beautiful buildings are being rapidly provided; new libraries are being started at the rate of one to three each week; old ones are taking on new life and zeal; Sunday school and church libraries are organizing to enlarge and make their work more effective, and a great field of usefulness at present hardly realized is opening in this special direction; schools are being bro't into direct and active relations with local public libraries. To one studying this great problem, the air is full of the signs of the time. As with the free school, so again, New England leads in free libraries, but her example is being followed with constantly increasing rapidity.

THE LIMITATIONS OF THE SCHOOLS

Our fathers had to revise their ideas and introduce the free schools as an essential factor. The time has come when we must revise our conceptions of education or refuse to recognize very significant facts.

Education is a matter of a life time. We provide in the schools for the first 10 or 15 years and are only cum to the threshold of seeing our duty to the rest of life. We begin to see that the utmost that we can hope for the masses is schooling till they can take the author's meaning from the printed page. I do not mean merely to pronounce the words or pass the tests for illiteracy, but to understand. Observation has convinced me that the reason why so many people are not habitual readers is, in most cases, that they never really learned to read; and, startling as this may seem, tests will show that many a man who would resent the charge of illiteracy is wholly unable to reproduce the author's thoughts by looking at the printed page. And even with this tremendous modifier of the real number of readers we lose ground. I am no pessimist. I have no sympathy with croakers. I am proud to the last degree of the great work that is being done. But we cannot shut our eyes to the census. In 1870 15 per cent of illiterates seemed an ugly item, but it had grown to 17 per cent in 1880, in spite of all our millions and all our

boasts. Of the children of school age in this great state, how pitifully few get beyond the grammar school? And of those who becum academic pupils how many enter college? And to the saving remnant that graduates from college, how much of the knowledge of after life came from schools, and how much from reading? We must face the facts. We must struggl to teach our masses to read in our schools. Then they must becum bred winners; and if we carry on their education we must do it by providing free libraries which shal serv as high schools and colleges for the peopl. Our schools at best, wil only furnish the tools (how rudimentary those tools for most people now); but in the ideal libraries, towards which we ar looking to-day, wil be found the materials which, with these tools, may be workt up into good citizenship and higher living. The schools giv the chisel; the libraries the marbl; there can be no statues without both. As this fact becomes more generally recognized the time draws nearer when the traveler wil no longer ask, hav you a library, but where is the library, assuming its existence as much as he now assumes that there must be a church. and school and post-office.

STORAGE AND RECREATION LIBRARIES

But if the library is to do the ideal work that we hav in mind it must hav sum of the ideal qualities on which such work depends. This means a library differing materially from both the types most familiar in the past, which we may call storage and recreation libraries. The first is a store-house, a cistern, an arsenal, medieval in its spirit, a literary miser, always getting in, seldom giving out. It was for holding and preserving, and not for use, and is best illustrated by the miser, who gets gold not to spend, but merely for the satisfaction of possession. The European libraries ar largely of this character, as ar most state and government collections.

The recreation type is a mental candy shop, and at the other extreme in every feature. It is wholly for use, but the use is wholly for amusement. It could be illustrated by a school that taught only games, or a hotel that in its dining-room served only sweetmeats. It has, to be sure, sum

excellent books, but supplied to meet the taste of its pleasure-seekers, as the confectioner givs those who wish it a bit of good bred to eat with their ice cream.

Surely every library ought to hav an ambition to get and preserv books, and surely some place should be found in every general collection for fiction and humor. These ought however, to be the embroidery, and not the web. A circulating library run as a business wil, of course, take on this latter character, and supply whatever wil be most readily taken by its customers. But the library in which we ar interested to-day combines the good features of both these with others of its own, and is the institution that deserves the name of peopl's university. It might wel copy that broad legend from the seal of Cornell, "An institution where any person may find instruction in any study." Perhaps we should more clearly recognize its proper functions and be in less danger of confusing it with old ideas, if we calld it not a "library" but a "Peopl's university."

WHAT MAKES A MODEL LIBRARY?

To the making of such a library many elements contribute. A bilding wil not do it tho it be as beatiful as the Taj and as great as the Coliseum. Money and books, tho essential, wil not of themselvs make such a library. I recall visiting a magnificent bilding on which about a million dollars had been spent. In it wer many valuabl books. It was in a great city, and a thousand readers daily ought to hav found their way thru its open doors. When I lookt with surprise at the four or five readers who seemd lost in its superb rooms, my witty frend the chief librarian said, "why, there is hardly a day passes that sum one does not cum into this library."

And I recall a similar illustration which came under my personal knowledge. The detectiv force of a great city wer in hot pursuit of a man who tho't it impossibl to hide from them. A literary man to whom he had done a favor undertook successfully to secrete him thru the entire day, and after dark he escaped. The place chosen, where he would be least exposed to recognition from chance observers was in the public reading-room of a great library, which, like the

one before mentioned, was famous for the number of peopl who did not go there.

We have no time to-day to go into the questions that determine a library's measure of success. Mere mention of heds must suffice. Its location should be central and accessibl to all. Its bilding should be comfortabl and convenient. Grandier plays no part in usefulness. Its hours of opening should be long, for the peopl's university like the town pump, should seldom be closed to those needing it. The regulations should be liberal, with as litl red tape as is consistent with the safety of the books. It goes without saying that books, pamphlets and serials should be well selected and as liberally provided as means allow. It would be hard to find a library in which from 10 to 50 per cent of its books could not be replaced with others more valubl for its use. In fact it is common to find collections where if the very best could be chosen from the open market, one quarter the number of books would have more value than the whole miscellaneous assemblage. After the books cum the litl-understood catalogs, classification and analysis which vastly increase their practical value.

Only those with special experience can understand how essential to any high success ar such appliances. Working in a library without them is like trying to find a score of men in a great city without a directory. You may chance on sum one who knows the man you seek and can direct you to him, but the chances ar that you wil hav a long dishartening serch and perhaps fail entirely to find him.

Finally and perhaps more important than all the rest is the librarian. If he can furnish inspiration and guidance to the readers who seek his help then may we indeed look for a true university whether large or small, for the small library should hav all the high ideals of the large with the best of their books.

THE SCHOLAR'S LIBRARY

And such a library is the real university for the scholar as well as for the peopl. Of old the pupil was continually with the teacher, and from his lips lernd the sought for Wisdom; but the printing press has revolutionized all this,

and to-day many an ernest discipl has never seen the face nor herd the voice of his master, but has received all his teachings thru the printed page. The "new education" is chiefly distinguisht by substituting the library for the text book and dogmatic lecture. Seminars ar springing up in the best colleges in all departments. Students ar taught to work in the library as the main object of their course and when one is abl to use skilfully a large bibliografical apparatus and to get quickly and accurately from a great library what he needs, he may indeed claim to hav a good education.

Of late years the college library has been taking an entirely new position. Of old it was attacht to the chair of some overworkt professor or put in charge of the janitor and opend four or five hours per week in term time only. Now it is being raised to the rank of a distinct university department; there ar professors of bibliografy, of books and reading, and at Columbia we hav for the first time a chair of Library Economy. The libraries ar being made as accessibl as the traditional college wel, sum of them opening from 8 a. m. to 10 p. m., including all holidays and vacations; they are receiving endowments, e. g. the million and more to Cornell University, Prof. Horsford's great gift to Wellesley, Judge Packer's half million to Lehigh, and the list of funds givn to Harvard, the Phoenix gift to Columbia, and so I might go on with hundreds of illustrations. New and beutiful bildings, sum fire-proof, all vast improvements over what was tho't sufficient in the last generation, multiply; Harvard, Brown, Amherst, Dartmouth, Oberlin, Yale, the Universities of Michigan, Vermont and Pennsylvania; in this state Cornell, Syracuse, and Madison Universities, and so on. In New York city alone three splendid collegiat library bildings hav just been finisht; for the General Theo logical Seminary, Union Seminary and our own at Columbia which has cost over \$400,000 and alredy we plan an enlargement. The colleges ar waking to the fact that the work of every professor and every department is necessarily based on the library; text books constantly yield their exalted places to wiser and broader methods; professor after professor sends his classes, or goes with them, to the library

and teaches them to investigate for themselves and to use books, getting beyond the method of primary school with its parrot-like recitations from a singl text. With the reference librarians to counsel and guide readers; with the greatly improved catalogs and indexes, cross-references, notes and printed guides, it is quite possibl to make a great university of a great library without professors. Valuabl as they ar in giving personal inspiration, they can do litl in making a university without the library. Just as truly as we found in popular education that the real school for the mass of peopl and for all their lives except erly childhood, was the library, so in the higher education the real university is a great library thoroly organized and liberally administered.

THE PRESENT NEED

What we need now in higher education is not more colleges but more libraries. Railroads hav largely annihilated space and for the preliminary training it is easy to send our boys and girls a few hundred miles to college; but for the training that must be carried on all thru life they need the peopl's university, close at hand where it may be reacht without serious interruptions of regular pursuits. It is like the post-office and market compared to the registry of deeds. One does not object when he buys an estate to go a long distance to record his title but when he wishes to mail a letter he insists on having a post-office at hand. Higher education therefore demands new libraries at accessibl points thruout the state and their wise and economical establishment requires guidance and supervision such as the Regents of the University can best supply. State after state has partially recognized the claim of the library by passing laws allowing communities to tax themselves for its maintenance and the time has cum when the recognition of its true place must be made complete. If New York will not now lead as is her wont, at no distant day the greatest of the states wil hav to follow.

THE AGENCIES AT WORK

If time allowd I should like to sketch to you the recent development of the modern library idea. I merely mention

the great steps, referring you for fuller information to the Library Journal, Library Notes and the circulars to be had on application at the Columbia Library School. We date activ progress from 1876 when, after a few days' successful conference in Philadelphia, the American Library Association was organized. It holds annual meetings, markt among conventions by their practical work and enthusiasm. The same year we started an official monthly organ, the Library Journal, now in its 13th volume. Shortly after followed that most important practical factor in the library work, the Library Bureau of Boston, which undertakes to do for libraries such work as is not practicabl for the Association or magazine. It equips large or small libraries with everything needed (except books and periodicals) of the best patterns devised by or known to the officers and committees of the Association of which it is the tangibl representativ for manufacturing and distributing improved appliances and supplies. It secures traind catalogers and assistants or finds positions for those out of employment, gives technical advice in its consultation department, and in all practicabl ways fosters library interests. Ten years after the Journal which, because of its limited circulation, barely pays expenses at \$5 a year, came its co-laborer, Library Notes, a quarterly magazine of librarianship, specially devoted to the modern methods and spirit, and circulated widely because of its low price. Last of the great steps came the school for training librarians and catalogers which two years ago was opend at Columbia College thru the same influence which had before started the Association, Journal, Bureau and Notes. You who appreciate what normal schools ar doing to improve our teaching wil remember that the librarians need a training school more than the teachers who hav had the experience of their own school-life as a pattern; for librarians til two years ago never had opportunity for training, and came to their work like teachers who had been self taught and not only had no normal school advantages but had never been in a school or class room even as pupils. As evidence of the growth of the idea we may note that this Library School which began two years ago with a 12

weeks' course and provision for five to ten pupils has in two full years four times as many students at work, and in spite of the rapidly increase requirements for admission is to-day embarrass by five times as many candidates as it can receiv. This means a recognition of the high calling of the modern librarian who works in the modern spirit with the high ideals which the School holds before its pupils.

PREACHER, TEACHER AND LIBRARIAN

Compare this work with that of the clergyman or teacher whose fields of usefulness ar universally put in the first rank; The clergyman has before him for one or two hours per week perhaps one-tenth or one-twentieth of the peopl in his parish. Not so many indeed when we remember how often there ar little struggling churches of a half dozen denominations where one strong church could do all the work much better. Beyond this very limited number for this very limited time the clergyman is dependent on the slow process of personal, parochial calls. I yield to none in my appreciation of the great work which he does and do not forget the constant stream of good influences cuming from his daily life and the many direct efforts he puts forth; but I am speaking now of his work as a preacher and of the limits which circumstances seem to set to it.

The teacher has a larger proportion of her constituency in the earlier years, but only for a few hours a day and only in the months when schools ar in session. It constantly happens that just as she becums deeply interested in a bright, promising boy or girl and feels that here is an opportunity to develop a strong character by patient work, the child cums and says: "I am not cuming to school any more. I am going to work in the factory," or "I am going to help mother at home." For the great majority the work of education has hardly begun before the necessities of life take them away from the teacher's influence.

But the earnest librarian may hav for a congregation almost the entire community, regardless of denomination or political party. His services are continuous and in the wide reaching influences of the library there is no vacation. When a bright boy or girl has been once found and interested and

started, he is almost sure to continue under these influences all his life. It has been found entirely practicabl for a skillful librarian thus to reach and interest peopl who hav never been in the habit of reading; to lead readers into new and more profitabl fields, and to create a thirst for better books. In fact the number of ways in which peopl can be helpt is only equald by the power and lasting character of this influence which cumns from good books. Recognizing these facts there ar those lookng to the adoption of the library profession as a way to spred the Master's word even more effectivly than the pulpit; and there ar teachers, whose whole harts have been givn to the cause of popular education, who ar eager to enter this newer field, because they recognize in it a stil wider opportunity.

Is it not true that the ideal librarian fils a pulpit where there is service every day during all the waking hours, with a large proportion of the community frequently in the congregation? Has he not a school in which the classes graduate only at death?

THE PRESENT DUTY OF THE STATE

Much is already done and while the work is in its infancy, it is an infant so vigorous as to leav no fears of its manhood. A last great step remains to be taken, and to-day and here it ought to be begun. The state long ago recognized its school system as one of its bulwarks and fosters it with yearly increasing expenditure. Now it must recognize educational libraries as necessary companions of the most successful schools. This eminent body represents the higher education of the Empire State, which the Regents of the University ar charged with fostering. Tell me if you think they can, without taking action, face our facts that the best reading more than the scholars givs education to our peopl; that the colleges provide for only the trifling minority who can afford time and money to share in their great advantages; that the influence conceded to be most potent is left without guidance, supervision, stimulus or support. When inspection shows that a school has attained a certain standard, it is honored by being made a "Regents' Academy." Can we do less than giv similar inspections to libraries, and

when one is found doing the high work at which we hav glanced to-day, honor it by making it a "Regents' Library" and by virtue of success in its high calling, a member of this convocation which represents the institutions that giv New York its higher education? What greater stimulus can we place before our growing libraries than such certain and official recognition of superior work?

Many advantages ar sure to spring from entering wisely on this course. I do not advocate undue haste. The essential thing is to recognize the principl and then meet year by year the growing demand for advice and inspiration. There need be no obligatory supervision. A library secretary would soon hav more requests for advice and help than he could wel answer. New communities ar constantly waking to the need of libraries and would be deeply grateful for wise advice as to the best means of developing interest, raising money, selecting cataloging and circulating books and the thousand details which make or mar success. It is wel known to the experienst that the same money can be made to do dubl good under wise administration and yet for lack of just such help as could be afforded at a cost to the state too trifling to be worth mentioning, many a community either fails to secure its library or fails to get from it all the good that the time and money could be made to yield.

There ar few topics where technical knowledge and experience ar so important as in establishing and administering successfully a library of the highest grade in its ideals even tho its incum be small and its books comparativly few. It requires no vivid imagination to picture the practical value to the state if any town about to found a new library or improve an old one could cum to the Regents, and hav, without charge, the best guidance for its case that the combined experience of the library world had yet workt out. Time allows me only to lodge the tho't in your minds. No expensiv machinery is required. A singl salary with harty recognition of the work would start it creditably.

EXTENSION OF UNIVERSITY PRIVILEGES

Such an officer would soon find money and books placed in his hands by those wishing to giv them where they would

do most good, and recognizing his superior facilities for wisest distribution. The excellent results that hav bccum notabl from the Regents' school examinations would be duplicated in good effects on library interests by competent inspections, reports and suggestions to such libraries as wisht them. New York's splendid collection, the best ownd by any state library, is about being moved into these adjoining rooms which ar admirably adapted for the focus of state library interests and the central Peopl's University. The Regents' office is ideally fitted to be the center of a system of universities, and carrying to all parts of the kingdom the lerning of Oxford and Cambridge and the other great schools, and for the first time giving them a practical connection with the lives of the masses, and making them a new and mighty force in working out higher standards of good citizenship. This work naturally centers at local libraries. Fellows and teachers from the colleges go out for a trifling fee to distant towns to giv courses of 10 to 20 lectures on political economy, history, literature, science, or art; indeed the whole range of the university curriculum is open. With the lectures ar given references to the best books to be found in the local libraries. And the common people hear them gladly. Interest is arousd. Many ar led to read and lern more than has been told them in the lecture. Those most interested meet for discussion and further instruction and the practical results hav been so much beyond expectation that the universities ar allowing work of this kind to be credited as a part of a university course leading to a degree. This means that many a man who would otherwise spend his time idling about saloons, secures insted a higher education worthy the name. Cambridge alone, I am told, has carried on over 600 of these admirabl university extension courses in the past ten years.

NEW YORK'S HIGH PRIVILEGE

Do I hear sum one say that New York has tried the scheme of librariés for the state and that it has failed? With that story I am familiar. We hav lernd by experience what not to do. Every great movement is apt to succeed only thru repetitions and failures. The district school sys-

tem faild becaus too widely dissipated and becaus it had no supervision such as I hav merely hinted at to-day. Who could expect 12,000 libraries to be administered successfully in a state where there were not 12 men that could be fairly said to be thuroly fitted for the work?

The great state of New York led all the rest in recognizing, many years ago, the importance of good reading and in trying to meet the want. Seventeen other states followed its exampl and we wer proud of our leadership. Today state after state has left New York behind. More than once in our national library conventions hav we of New York been forced to hear her slightingly spoken of becaus she was doing so litl modern library work. But no state has yet given recognition to all that this new work implies. If New York wil again rise to the occasion and officially recognize the library as part of its system of higher education and giv, as fast as they reach the standards, the libraries of the highest type a seat in this convention as in fact as in resolution co-workers with colleges and the universities, then again shal she wear her crown of leadership. If she fails, before many more meetings sum other state will hav seized the opportunity that is now hers.

Gentlemen of the convocation, it is to-day your high privilege to lead. To-morrow it may be your bounden duty to follow.

USE OF THE PUBLIC LIBRARY IN THE CLEVELAND SCHOOLS

The use of the public library in the Cleveland schools was thus briefly set forth by the librarian—a pioneer in this kind of co-operative work—at the San Francisco conference of the American Library Association in 1891.

William Howard Brett was born in Braceville, Ohio, in 1846. After doing service in the Civil War and studying medicine, he entered business as a bookseller and in 1884 became librarian of the Cleveland Public Library. He was President of the A. L. A. in 1897 and has been Dean of the Western Reserve Library School since 1903. As a librarian Mr. Brett has been noted for progressive ideas, especially for the early use of the open shelf in his library; for his efficient administrative methods and for the planning of original and beautiful library buildings. The Cleveland Public Library is a school-district library and its relations with the schools have always been close. It has many stations in school buildings.

For several years past the teachers in the Cleveland schools, both public and private, and also some teachers of private classes have been allowed to draw from three to six additional books, and in some cases to retain them longer than the usual time.

This, though an advantage prized by the more efficient teachers of the city, was not sufficient for the needs of the schools.

During the year 1889 the issue of books to the teachers in the names of their pupils and for their use was begun. In addition to several smaller selections of books, earlier in the year, fifty volumes were placed in each of eleven schools, which remained through the last semester of that year. During 1890 collections numbering, except in a few instances, 50 volumes each, were placed in 61 schools and remained until the close of the year.

As I write, at the beginning of the school year, the applications already indicate a very large increase.

At first the books were issued in the name of the pupils, the teacher being responsible for them. This was merely to comply with the rules, as the teacher actually divided the books among her pupils as she saw fit.

Lately the rule was modified to permit the issue of books directly to the teacher for the use of her pupils without the formality of charging them to the pupils.

One of the library assistants who has had charge of this work from the beginning has been accustomed to visit each school once each month, to check up the books and see that they were properly cared for. This frequent oversight is important to protect the interest of the library, to call the attention of the teachers promptly to any deficiency, and also to give the assistant opportunity to make helpful suggestions to the teacher.

Teachers were permitted to return any books they chose at any time and draw others, but very few exchanges were made. The selections of books first made were usually retained with very little change to the end of the year. They were used by the teachers at their own discretion. In almost every instance they were issued to the pupils for use at home, where they were read by other members of the family; and as most of the books were placed in schools remote from the library, these were in effect small delivery stations, operated without expense to the library for the benefit of the group of families represented in the schools. It places books in many families which have not been using the library, and to many children, it is their first introduction to good reading.

One teacher told me an incident, showing the hunger for books. A copy of a favorite story disappeared. It had just before been reluctantly returned by a bright girl of her class, and the teacher's suspicions were aroused that the desire to possess the book had proved too strong a temptation for her. When questioned, she finally admitted that she had taken the book, but bursting into tears she exclaimed: "I did want it so bad. I never had a book in my whole life."

At the close of the last year a little circular was sent to the teachers having books, asking each what the result had been in her school, whether it was desirable to continue the issue, and inviting suggestions as to the best books and methods. The answers received were almost uniformly enthusiastic as to the value of the books in the school, and were unanimous in their wish to have the issue continued. Some reported that the influence of the books was very marked upon the school work, and that it inspired the interest in the school which had a favorable effect upon the deportment.

I happened to hear of two schools in each of which the collection included a bound copy of Harper's Young People. The pupil making the best record for the week was permitted to draw and use this for the next week. It proved a capital stimulus to exertion and good behavior. To conclude, I think I may regard the work thus far as altogether favorable and encouraging. It has not been done in accordance with a plan, but has been an attempt to occupy what appeared to be a new field of usefulness in which we have only gone forward step by step, as the way opened. I believe, however, that the time is coming, if indeed it is not already here, when the use of a collection of good books in the school-room will be regarded as not merely desirable, but as an absolute necessity; when the introduction of our children to good literature and the formation of the reading habit will be regarded as the most important work of the school course. What the best method for placing books in the school room may be, the future must develop. I am convinced now that it should be the central library under one management rather than

by independent libraries for the separate buildings or rooms, whether this central library will be a public library, or a special one for the schools. Practically, however, the public library already organized and equipped for work offers a means of beginning the work at once.

The essentials for successful work from the library, I think, are simply the duplication to a sufficient extent of the best books and the frequent oversight of its collections when placed in the school rooms. The advantages I have already sufficiently mentioned. In what I have written I have merely, in accordance with the request of our president, given an account of the work of our own library. Work in the same line is being done in the Milwaukee library, I believe, also in the Detroit library and elsewhere, from which I hope we may hear.

Permit me to add a few supplementary words in regard to another direction in which the library may work outside of its own walls. We have in the last few years been issuing books to a few manufacturing firms for their employes. They give us the names and addresses of their employes who wish to draw books, they become responsible for the books, send for and return them, usually once a week. We place catalogs in the works, make out a card which accompanies the book, which taken out and filed at the office of the works charges the books to the person, so that the work involved to the manufacturer is very little.

Of the 300 names now registered and using the library from the different manufactoryes, not more than 26 had ever used the library before.

I mention this not as a record of achievement, but as suggesting a hopeful field for library extension.

THE PUBLIC LIBRARY AND THE PUBLIC SCHOOLS

How this difficult work may actually be done in school is shown by a report of methods in the Milwaukee schools contributed by George W. Peckham, then Superintendent of Schools in that city, to *The Educational Review*, in 1894. The fact that Dr. Peckham afterward served as librarian of the Milwaukee Public Library adds interest to his presentation.

George Williams Peckham was born in Albany, N. Y., in 1845, and died in Milwaukee in 1914. After studying in the Academy of Milwaukee, Wis., he served in the army during the Civil War and then studied both law and medicine, taking his doctor's degree in the latter at Michigan University in 1881. After teaching in the public schools he was Superintendent of Schools in Milwaukee for four years, including that in which the present article was written, and in 1896 became librarian of the Public Library of the same city, serving till his voluntary retirement in 1910. Dr. Peckham had a world-wide reputation as an entomologist.

In the recent educational upheaval in the school systems of this country, nothing is more interesting than the general effort that is being made to place good books in the hands of children. If we are to cultivate a taste for good reading among the masses of the people, the work must be begun

before the children have formed a habit of reading poor and vicious books.

The work of the Milwaukee Public Library is based upon the assumption that children will have books—and that it is the duty of those in authority to furnish what is suitable.

The chief danger to the working of the scheme is that the teacher is apt to select such books for the children as she thinks they ought to like, without considering what they actually do like. The well-meant determination to impart useful information, when the children are craving fairy stories or tales of adventure, endangers the success of the whole plan. The child does plenty of mental work in school hours. The book that he takes home to read should not be an added task, but should furnish him with recreation. We must remember that there are first-rate books in every department, so that we may always give the best; and the child himself is often a good judge of what is suitable to his age and state of development. The delusion that children are not good judges of literature is disposed of by the enormous popularity of work that is done by the ablest writers; for example, the reading matter of *St. Nicholas*; such works as Eggleston's *First Book of American History*, which can never be found on the shelves of our library although we have bought fifty copies in our attempt to bring the supply up to the demand; Miss Mulock's *Adventures of a Brownie*; Hawthorne's *Wonder-Book*; and, in the upper grades, Longfellow's *Hiawatha*.

Some teachers have another habit in connection with this matter that must be looked upon with suspicion. When a child brings back a book that he has read he is asked to sit down and write a synopsis of it. Such exercises may be very useful as school-work, but children should not be held to too strict an account of what they read. We should furnish them with plenty of good books and should then trust that Nature will see to it that they assimilate what they need and forget the rest. In the Milwaukee system the Library works on the following plan:

Miss Stearns, the superintendent of the circulating department, visits a school and interests the teachers of the third grade and upward in the idea of placing good books in

the hands of their pupils. The teachers then give a library card to each child. The Library urges the teachers not to sign the guarantee card themselves, but to have this done by the parents. This gains the consent of the parents to the extra reading of the child and relieves the teachers of responsibility; and at the same time it tends to develop an interest in the child and his doings at his home. The cards being issued, the teacher goes to the Library, and being admitted to the shelves, selects books enough to go around her class. Of course the excellence of the selection as to the grade of books and their suitability to the children varies with the character of the teacher. The Library attempts some assistance by publishing numerous lists of good books for young folks. One of these lists gives good books for boys, another for girls, another of 150 good books for young folks. We have also a catalogue of books for young people which was prepared by Miss West,* the librarian, at the request of the former superintendent, Mr. Anderson. This catalogue is published alone, and also in the *Teacher's manual of the graded course of instruction.*

The books selected by the teacher are placed in well-made boxes, 14 x 20 x 12 inches; these boxes are strengthened on the outside with strips all around the top and bottom, and are furnished with strong hinges and hasps, and with padlocks for fastening. They cost \$3.50 each. They are then sent by the Library to the teacher at her school, our contract price for cartage being twenty-five cents for a full box, to or from a school, the empty boxes being returned without charge to the Library. Of course a record of the books is made at the Library before they are sent out, and the following blank for the use of the teacher accompanies the box. On the first page appears the following:

* Now Mrs. Elmendorf.—Ed.

GEORGE W. PECKHAM

MILWAUKEE PUBLIC LIBRARY.

RECORD OF PUBLIC LIBRARY BOOKS TO BE KEPT BY

Date..... Teacher,
 School,
 Grade.

This record must be kept and sent back to the Library with the books, when called for. The Library would be glad to know which are the best and most popular books, that more copies may be bought. Any suggestions or questions may be sent to

LUTIE E. STEARNS,
 Supt. Circulating Department.

On the second and third pages is the following ruling, the fourth page making the back cover:

No. on Book.	Borrower's Card No.	Date of issue	Date of return	Borrower's Card No.	Date of issue	Date of return	Borrower's Card No.	Date of issue	Date of return

There are twenty-five lines for book numbers.

For eight weeks the books are left in the hands of the teacher, so that she really has a little branch library of her own. Some teachers issue the books once a week; others issue them every day at recess time.

Miss West writes me: "A good many interesting incidents come back through the teachers of the use of the books in the child's home. For instance, one father, the driver of a beer wagon, read the *Story of Liberty* aloud to the assembled family; one small boy reported that he could not bring his book until the next day as his mother wanted to finish it and she had to wash that day."

From September 1, 1893, to February 1, 1894, 84 teachers in 30 different schools drew from the library 7423 volumes, which were read by 14,092 children. Of these 5 per cent. were unclassified; 0.6 per cent. sociology; 15 per cent. natural science; 1.1 per cent. practical science; 0.6 per cent. fine arts;

5.3 per cent. literature; 3.4 per cent. prose fiction; 35.1 per cent. children's stories; 15 per cent. history; 14.3 per cent. geography; 3.5 per cent. biography.

It must be understood that besides this reading matter the children are supplied with a large amount of supplementary reading for use in the schoolroom, each grade being expected to read from two to three books in addition to the regular reader prescribed by the school board. This supplementary work is of a little heavier and more instructive character than is suitable for home reading.

The great success of this work is due to the earnest and enthusiastic labor of Miss West and her assistant, Miss Stearns.

Miss West says that there is no work done by the Library that costs so little and is of so much real good as this, and that the only limit to the amount of good to be done in this direction is practically the amount of money that we can spend for the books and service.

The Library has taken another new departure in its attempt to aid the public schools. All large public libraries take a number of illustrated journals, and as they preserve only one complete set of such publications, there is always an immense accumulation of picture papers. In our library the best pictures are cut from these journals and pasted on to sheets of manilla paper of uniform size and arranged in sets of from twenty-five to fifty pictures. These sets are then put into portfolios and loaned to the teachers of the city schools. One set may be made up of animals, another of English cathedrals, another of the World's Fair buildings, and so on indefinitely. The teacher having one of these portfolios sets apart fifteen or twenty minutes in a week for allowing the children to handle and enjoy the pictures. A child looks at a picture for a few minutes and then exchanges with some other child. Thus one portfolio may serve three or four grades for a month. Although the pictures might be used as a basis for language work or as an aid in geography lessons, with us their first and most important use is the cultivation of the æsthetic sense and of the power of deriving pleasure from good pictures and, indirectly, from beautiful

objects wherever they may be met. Thus is made good that absolutely neglected side of education, the development of the love of the beautiful in art. We aim to do for the children of the public schools what the high-grade magazines have done for so many people, in cultivating their appreciation of good work in wood engraving. The great majority of our school-children never see such papers and magazines as *Harper's* and the *Century*, and it seems well worth while to give them beautiful pictures as well as good books. We carefully avoid making the study of pictures a task. We let them tell their own story and do not ask any description nor explanation of their meaning, although the children's spontaneous questions are intelligently answered.

This work may be done by any school. Scholars or teachers may join in raising money to pay for a subscription to some good illustrated paper, or the more well-to-do among the pupils may be asked to bring from their homes pictures which would otherwise be destroyed.

Let those who question whether this is a wise way to spend time and energy try the experiment. Put the pictures into the hands of the children and note the delight with which they receive them, and then remember the saying of Spinoza:

"Joy is for man a transition to a higher state of perfection."

THE PUBLIC LIBRARY AND THE PUBLIC SCHOOL

The author of the next address, William Reed Eastman, was born in New York in 1835, graduated at Yale in 1854 and at Union Theological seminary in 1862. After serving in the Civil War as a chaplain in 1863-'64, he was actively engaged in the ministry as pastor of Congregational churches in New England until 1888 when he was for two years agent of Howard University in Washington. He then studied library economy at Albany, graduating from the school there in 1892 and receiving his master's degree in 1907. From 1891 until 1906 he was Inspector of Public Libraries in New York state and assistant in the State Library, and afterward until his resignation in 1912 he served as Chief of the Educational Extension Division of the State Department of Education.

It is now sixty years since the public library system of New York was born. It was cradled in the school house. But the public library and the public school are two institutions. They are children of one family and may be sheltered under the same roof; but they are not the same, neither is one a part of the other.

The distinctions are obvious and essential. The school is for the instruction of the young; the library is for all. The school imparts knowledge through teachers who set tasks for pupils and see that the tasks are done. The library conveys knowledge through books which the reader takes of his own choice and uses as much or as little as he pleases. Both use

books, but the books are different. The school book is a mass of solid facts in small compass, and the student is obliged to hold himself up to it with a certain effort, a forcing of sluggish nature, which is, no doubt, salutary in its way, but still a hard self-compulsion, in comparison with which the relaxation of the library is pure enjoyment. A pupil in the school at Wellesville, in writing out for his teacher an account of the book he had been reading, which was, "Boys of '76,"—said that the secret of its popularity was that "it was not so condensed as other histories."

The library is a school without a master, bringing into action that subtle and vital mastery of the spirit which appeals to the spirit with enduring power because there is no visible and material compulsion about it. Or you may call it a school with a thousand masters, who are the real masters of men, wise in all the learning of the world. Through their most royal society the minds of readers are cultivated, their characters take on a higher type, and the community has distinctly gained in every way.

True education requires both these factors, and each needs the other. The library must have the school to stir the craving for knowledge, awaken and train the reading habit. The school needs the library to illustrate, enlarge and complete its work, not only through the period of school days, but for the lifetime that follows. The alternating current produces results of the highest order. The community has thoroughly learned that it cannot spare the school; neither can the community spare the library.

In view of the fact that for many years it was the policy of the State to leave the public library in the hands of the school authorities, it becomes important in considering the relations of these two to note the value of a *separate management*.

i. *To Hold Public Attention.* The first impulse is to say "combine them for the sake of harmony and economy." The danger in combination is that one will become subordinate to the other, and in that case it must inevitably suffer. There is no danger that the schools will take the second place; it is the library for which we have to plead. The school board is for the schools. Instruction by teachers is the ruling feature in

their plans. Of course they wish the school house convenient and the whole equipment complete, and, in that view, they are entirely friendly to the library, but not aggressively so. When funds are scarce and exigencies arise that test their resources, the library is compelled to wait. It is usually waiting. More than this, while the school boards are busy with the needs of pupils, they forget the working men and women, the mill-hands, shop-girls, farmers' boys, mechanics, the fathers and mothers for whose benefit a library is intended. The grown up class, the thinking, working, voting class are left out. It can hardly be otherwise. The annual school budget presented to the district meeting usually includes a modest sum for new books, with a little, now and then, for services in the library. The people vote the tax in one item with a comfortable feeling of having done their whole duty to the cause of education. Yet taxes seem heavy and many economies are possible. Some one is sure to ask, "What is the need of a librarian?" The principal can manage about the books in his odd hours; teachers and older scholars will help; a few minutes at noon or after school, or, at the utmost, an extra hour on Saturday will be long enough to suit everybody and that will cost little or nothing. These economical makeshifts are likely to prevail, and too often the library work under these conditions will be reduced to its lowest terms. But if another board appears in the district meeting with another claim for another and, in some ways, a larger purpose, a purpose in which every voter has a personal interest, being no less than a plan to provide the whole community with books, a great opportunity for self-instruction, they will not be put off with makeshifts. The scope and value of this other work assumes at once a new importance and the ideas of the voters are enlarged as well as the tax rate. The increase of the latter is really not of any serious consequence, while the growing library under the influence of its special friends and promoters is becoming a power in the community.

2. *To Secure the Best Management.* It is of vital consequence to have the right persons in charge. The best board for any public service is one chosen for that service. But, without a separate organization, we shall have a library board chosen

for some other duty, to whom the care of the library is a secondary object. Now, if we can secure a selection of trustees on the ground of fitness, there is a distinct advance. If the choice is made by the school board, as one section of the present law provides, there is at once harmony and the possibility for an ideal choice. Free from all political scheming, they can be taken from the best men and women in the community. Some who could not be elected to the school board, or, if elected, could not be persuaded to accept the burdens of that office, may from love of books take peculiar pleasure in library administration. Such a board, with means to carry out their plans, can create a public institution in which all will take just pride. The people will be interested in it, profit by it and rally to its support.

3. *To Secure Outside Help.* Public spirited men and women will be attracted by this enterprise, and will be far more likely to remember it by gifts and bequests if it stand out alone in its individual character.

4. *For the Sake of School.* At this point some may hesitate, but they will not hesitate long. A school needs, of course, a full equipment of books for reference and needs them in the school room; the dictionary, cyclopedia, gazetteer, dictionary of biography and books to illustrate standard literature. These are tools of the trade and ought to be always in reach. But pupils need more. They want history told in another form, but not so much "condensed." They want it fresh from the glowing pages of Macaulay, Prescott, Motley, Parkman, and the Stories of the nations. They will find the war of the revolution in the Boys of '76, King Richard and his times in Ivanhoe, Mediaeval France in Quentin Durward, and the Cloister and Hearth, Cromwell in Woolstock and Friend Olivia, the French Revolution in the Tale of Two Cities, the Battle of Waterloo in Vanity Fair and Les Miserables, the War of the Rebellion in the Drumbeat of the Nation, the Recollections of a Private and the Lives of Lincoln. They need to learn geography from Bayard Taylor, Stanley, Kennan, Lummis and Knox's Boy Travellers. They need to study science from Arabella Buckley, Olive Thorne Miller, Mrs. Dana, Richard Proctor, Dr. Wright and from the current magazines. They have much to learn

that is outside the text book from Henty, Stoddard, Mrs. Custer, Cable, Kipling and Captain King and a host besides. These writers open up the wide world to them; broaden their conceptions of life and acquaintance with men; give them impulses that help in their studies, stir their ambition, give them clearer views of honor, justice, and truth; help make men and women of them. And all these should be in easy reach. But the pupil will have access to them just as readily and often to better advantage in the public library than if he had them all in the school room, and the public library will have more of them. If he knows what they are and where they are, and once begins to want them, the average boy will prize them more highly if it costs an effort to obtain them. Let him learn to take the initiative step in this branch of his education. It will be worth much to him to go outside the school into the new atmosphere, to the fresh and stimulating associations of the public library, where he is no more a mere school boy, but a citizen to choose for himself. It really helps the school to have another institution in the community, not a school, and where school methods do not prevail, carrying on at the same time the same educational informing work in another way on independent lines. Be sure the school will take no damage from the separation.

But, if other arguments were wanting, the costly experiment of our own state would be decisive. At this anniversary time, a glance at the past is peculiarly in order. Sixty years ago New York began the free library movement of the century by enacting the first known law permitting communities to tax themselves for free libraries. The act of 1835 is sometimes belittled by calling it a provision for district school libraries. But this view of it was expressly disavowed by the leaders of the movement as well as by the terms of the law. The tax was limited indeed to \$20 for books in each district the first year, and \$10 a year thereafter, but the principle of the public library "of the people, by the people, for the people," was in the act. General John A. Dix, afterwards governor and otherwise distinguished in the national history, then Secretary of State, and ex-officio Superintendent of schools, said in 1839, "It would be natural to suppose from

the name that the libraries were intended solely for the use of schools, but they were not established with so narrow a design. They were recommended in 1834 for the benefit of those who have finished their common school education as well as for those who have not. They were designed as an instrument for elevating the condition of the whole people." In connection with the common assertion that New York began the school library movement, there appears usually the further statement that the plan was copied by Massachusetts, Connecticut, Rhode Island, Iowa, Maine and many other states, twenty in all. The truth is that, of those just named, the territory of Iowa alone copied fully the New York idea. The library laws of Massachusetts in 1837, of Connecticut in 1839 and of Rhode Island in 1840 contain each of them the words "for the use of the children", and the law of Maine in 1844 says "for the use of the school" which was a part of the New York idea. The states of New England followed New York more nearly when, after fourteen years, New Hampshire in 1849, followed in 1851, by Massachusetts authorized *towns* to tax themselves for public libraries, making indeed a marked advance in establishing the larger unit of political action.

In 1836, the year after the enactment of the first library law, the National Congress voted to deposit a large amount of surplus United States revenue with the several states. The state of New York was given over \$5,000,000, offering an annual income of over \$300,000. In considering the use to which this income should be put, Governor Marcy in his message of 1838 said: "All that public sentiment demands and the public good requires will not be achieved until needful facilities are furnished to a career of self instruction. District libraries are well calculated to exert a beneficial influence in this respect." This appeal of the governor was earnestly seconded by General Dix in his report as Superintendent of schools, and the legislature of 1838 voted the distribution of \$55,000 annually among the school districts, then 10,538 in number, an average of \$5.00 to a district, on the same conditions, however, as the school money was distributed, except that

the trustees should use the money for books for a library. This distributed the money according to the number of children of school age and required the raising of an equal amount in each case by taxation. Although both the governor and the superintendent had taken pains to advise in express terms against a compulsory tax, the temptation to do good by act of legislature was too strong to be resisted and the people were allowed no choice in the matter. This was a fundamental mistake. It forced the system on thousands of small communities where it found little sympathy and no willingness to make any sacrifice to maintain it. Three hundred districts had already of their own accord voted a tax under the first law. To them the offer of aid from the state would have been doubly welcome, and no doubt this income could have been used to immense advantage to encourage by spontaneous and healthy increase the voluntary formation of public libraries. But, in the absence of local appreciation and effort, the library and its tax became, in the majority of cases, a burden to be thrown aside at the first opportunity.

Yet the law of 1838, distributing so large a sum of money, was greeted with the utmost enthusiasm as containing the promise of more intellectual and moral good to humanity and to free institutions than anything ever attempted by the state. It was meant as a provision for the public library; the public library idea was distinct and strong in the minds of its founders; but the control of the libraries and the handling of the money being wholly in the hands of the school authorities, and by subsequent laws after a few years, the alternative use of the money being in school channels, first for apparatus and then for "teachers' wages", the libraries soon lost the distinctive character it was intended to give them. The people thought of them only as part of the schools. In large villages and cities it was different. In such places there were more books; the annual income was much larger and better worth careful husbanding. A more capable class of school officers secured advantages for the libraries in many places, and many important survivals of the general wreck testify to the possibility of great

good in the system under favorable conditions. That system could not have been altogether a failure that produced the Syracuse Central Library with its 25,000 volumes today, Rochester Central and Brooklyn East District each with 20,000, Newburg Free Library with 19,000 and Poughkeepsie Library with 18,000. These five are the largest of the class, but there are many more like them and the active village libraries still handled by the school board must be counted by hundreds. But for the State at large the general failure of the plan must be confessed. As we look back there appear at least four plain reasons.

1. The country district was too small.
2. There was no adequate supervision.
3. The law for thirteen years was compulsory, was soon evaded and its gifts diverted to another purpose.
4. The library was managed as part of the school and failed of the independent growth to which it was entitled.

For the last forty years the total number of volumes reported as in the district libraries has shown a steady line of diminution from 1,604,210 in 1853 down to 825,915 in 1892, while the appropriation was constant and every year a sum not less than \$24,000 and sometimes rising to \$60,000 was spent for their renewal. In the forty years of decrease the State spent \$1,493,611 in the process. The sharpest arraignment of the situation occurs in the school report of 1862, by Superintendent E. W. Keyes. He says: "When I look for the return from this princely investment and find it mainly represented by a motley collection of books, ranging in character from Headley's Sacred Mountains to the Pirates Own Book, numbering in the aggregate a million and a half volumes scattered among the various families, constituting a part of the family library or serving as toys for children in the nursery; torn, worn, soiled and dilapidated, saturated with grease, offering a temptation to ravenous rats; crowded into cupboards, thrown into cellars, stowed away in lofts, exposed to the action of water, of the sun and fire, or more frequently, locked away into darkness unrelieved and silence unbroken, I am constrained to believe that no plunder-burdened contractor or bribe-stained official ever

yielded to the state so poor a return for his spoil as have the people of the state derived from this liberal and beneficent appropriation through their own reckless and improvident use of it." He finds the cause in the "unnatural and unphilosophical principles" involved "in any system of *compulsory free libraries*." He adds that "the darkness of the picture is partially relieved by the fact that the cities and larger villages have been less negligent and wasteful."

It was a costly experiment; yet the experience gained may be of priceless value if we know how to use it. The legislation of 1892 sounded the note of recovery. Superintendent Andrew S. Draper whose hand is seen in the law, in his valuable report of 1889, after careful study, had already pointed out the way. The key note of the plan was to separate the school library which belongs to the school equipment from the public library which belongs to the people; and, placing the latter in the care of an independent board, to make special provisions for supervision and state aid under the fostering care of the regents of the university of the State of New York. Then, for the first time, the state provided a library for the public schools, defining in the statute its character and the use to which it was limited; continuing the annual appropriation of \$55,000 to be claimed wholly by the school library after one year's division of it between the school and the new public library interest. The way of separation and transfer of books and property was indicated in the act. There were then about three hundred active libraries reported in the charge of school authorities. In three years forty-five districts have established public libraries under the new law, transferring for the purpose about 100,000 volumes. Some of these libraries were small; one beginning anew with forty-two books and \$75.00. Most were in excess of three hundred volumes. Some were city libraries, as Utica with 10,000, Yonkers with 9,000, Niagara Falls with 4,500 and Lockport with 4,000. Syracuse, with 20,000 volumes, then, the largest library of this class in the state, reached the same result by an amendment of the city charter. Out of ninety-seven libraries chartered by the regents in the last three years forty-five had been

district libraries, and every one of them has taken a new lease of life. In every case, there has been quickened interest, important additions of books and a greatly increased circulation. Whether this interest shall continue and bear still better fruit must depend upon the intelligent efforts of all those in each community who know the worth of books.

The fundamental matter of a separate organization is specially important just now when the schools that have been holding the libraries for years, wish to understand the reason for a change. But this is very far from being all that should be said about the school and the library. If they are separate, if they are friendly, if each is fully furnished, what then?

Library and school must help each other. The alliance between them should be direct, personal, intimate. And if you ask whether librarian or teacher should first make advances to the other, there is no adequate answer except to say, *both*. Neither should wait. It is the business of the librarian to know what is going on in the school. No one has more need to be fully abreast of the times to make his selection and display of books fit in with the movements that are in the air. The work of the class-room is the current question with the pupil, and the library should be in close touch with it and with the persons who direct that work. Where graded reading lists are used, the library must be furnished for the demand. And, more than that, every classroom, from kindergarten to high school should, now and then, have a personal word from the librarian. In other words, the public library idea should be impersonated in every schoolroom. Library boards should not merely consent to this visitation, but should expect and pay for it as an official service to be rendered by their librarian in office hours. In the city of Gloversville the relation of school to library is reduced to a system. In primary classes the teacher now and then reads a book from the public library. In the intermediate grade there is a weekly lesson on some topic independent of school work, selected by the teacher to be worked up at the library by the pupils. In grammar

and high school, pupils are required to give, once a week, information on subjects gained at the library, and, once in the term, to present a composition which shall be the synopsis of a book. The librarian visits the schools in turn by special appointment and talks on some subject previously selected by the school, explaining the methods of obtaining information thereon.

This is the librarian's side of it and let me say that now librarianship has become a profession.

On the other hand the teacher who has heart in his work will visit the library to know its resources, and to make known his own wishes as to its development. And having learned what can be done with that particular collection of books, he carries the news to the class room and sends a hungry contingent of readers to the library. Perhaps, if some scholars are slow to take advantage of the offer, or if the distance is considerable as in country districts, the teacher may undertake to carry on a branch for the school, selecting a package of 20, 30 or more books; holding them, possibly, for a term and distributing to the class. All this can be readily arranged. Then the teacher can call for reports of reading by oral account or by requiring the filling of printed blanks.

It is true that city libraries and country libraries are not the same; but in regard to all it may be said that teachers and librarians should hold frank and frequent consultations to devise the best thing possible in the circumstances; school board and library board should have a complete understanding. Special occasions may be contrived and hospitality exercised, now by one side now by the other to promote personal acquaintance, cordial sympathy, and thorough knowledge of each other's work. These two factors can be then brought together, the school and the library. Each has its own point of view, each contributes its share; and these distinct agencies, working on parallel lines for one end, will join hands and prove that two are better than one. In fact we all need enlarged ideas as to the scope of this whole library business and to understand that it means far more than to pass books over the counter. It is a business

as well as a profession and one that can be pushed and that ought to be pushed in every school room in the state. The children will be sure to respond.

And there are other considerations. If the public library seeks for means to extend its influence and enlarge its resources there is no advertisement more effective than the free use of it by pupils. They go everywhere and spread the news. The children make institutions popular. The voter will cheerfully tax himself for the children, if he has them. And if he has none the needs of the children will touch him at a tender spot. It is not only tenderness but good sense. All men know that good schools are a blessing and they will soon learn that a good library is also a center of power and attraction; that it helps make good citizens, and that it will often serve to bring into the town good taxpayers that contribute far more than the library costs. People that are able to choose would rather live in a village where there is a good library. *It will pay!* Make it worth while then for the schools to push the library; and let the library help the schools. Supply the books they want; keep in touch with their work; ask their advice; make up lists for every special occasion and subject; lend freely, counting the teacher the most favored applicant. Invite teachers to explore the shelves; invite pupils to do the same, under such restriction as may be found necessary in each case, and build a building in which all this can be done.

Now it is evident that all this implies the development of the public library in all our communities on a scale which few school boards will feel justified in adopting so long as the library is only a part of the school. This development means more books and new books, plenty of them every year. It means more room to handle and store the books, and opportunities to read them at places easily accessible and open many hours a day. It means skilled management both by trustees and librarian with capable attendants and suitable equipment. And because all this must be paid for there is the more need of its being set before the public as a distinct and most worthy object of expense. The library is no longer a matter that can be hidden under the broad

mantle of the schools. As well confine the young bird to his nest. It's a growing thing with an independent life. Let us treat it so. It can be paid for if it is wanted. A village builds sewers because both health and the value of property demand the expense. If they want electric lights they say so and pay the bill. They furnish music in the park, and there is a greater necessity as well as a luxury here, if you can make them see it. The most generous support of the public library will make only a trivial item by the side of these other things against the tax roll of a thriving village, and if the thing is worth doing at all, it is worth doing well. Let it be a square appeal for the public library on its merits, with somebody expressly in charge to see that its merits are not overlooked. Generous treatment will pay best. The state has made special library appropriations for four years. It is ready to help any who help themselves whether in district, town, village or city. The schools have it in their power to press the movement and reap the advantage.

REPORT ON READING FOR THE YOUNG

Miss Stearns's report on "Reading for the Young," commended by Miss Rathbone so highly in her conspectus, is given here in full, although it is somewhat statistical and although it bears as much upon what we now call library work with children, as upon work with schools. This very fact may serve to show that these two branches of library activity had not begun to be differentiated in 1894. The report is one of an annual series made for several years at the conferences of the A. L. A.

Lutie Eugenia Stearns was born in Stoughton, Mass. and graduated from the State Normal School of Milwaukee, Wis., in 1887. After two years of teaching in the public schools she entered library work in the Milwaukee Public Library, where she was one of the first in the United States to organize work with children and to insist on its importance. When this report was written she was in charge of the library's Circulating Department. Since 1897 she has been connected with the Wisconsin Library Commission, of whose Travelling Library Department she is now the head.

For the purposes of this report fifteen questions, indicated by the headings below, were sent to one hundred and ninety-five libraries in the United States and Canada. Full and complete replies were received from one hundred and forty-five librarians to whom grateful acknowledgment is now made.

1. At what age may children draw books? Why do you have an age limit?

Thirty per cent. of the libraries reporting, have no age limit, the seventy per cent. varying from eight to sixteen years of age—the average age requirement being thirteen years.

Various reasons are given for an age restriction. "We must preserve our books" is oft repeated.

Milwaukee has never had an age limit, and the first case of malicious destruction or injury is yet to be reported. No better recommendation can possibly be given for a good book than to have it literally wear out.

"We must draw the line somewhere," say other librarians.

At the London Conference of 1877, Sir Redmond Barry, Librarian at Melbourne, said that if it were necessary to deprive people of seven years' reading, it would be better to strike off the seven years at the other end, and disqualify people at sixty-three; adding, that that view of his was a very unprejudiced one, as such a one would exclude himself.

"Our books are not suited to young people."

Nothing is of more importance in education than furnishing young people with the best literature. Mr. Horace E. Scudder has said:

"There can be no manner of question that between the ages of six and sixteen, a large part of the best literature of the world may be read, and that the man or woman who has failed to become acquainted with great literature in some form during that time, is little likely to have a taste formed later."

There has never been a time when a little money, judiciously expended, would go so far in the purchase of the best literature for children. Stories, fables, myths, and simple poems, which have been read with delight by countless generations, may be purchased in most durable cloth bindings, at an average cost of thirty-two cents.

Children will read; if wholesome reading-matter is not furnished them, they will read what they can get of their own accord.

Many libraries report that there is practically no limit, as children under fourteen use the parent's card; but through this method the parent suffers from the restriction, as it is obvious that the parent and his son cannot use the card at the same time. The greatest complaint among the librarians is the lack of supervision of the children's reading, on the part of the parents; and yet these same neglectful parents are entrusted with the task of taking out cards so that their children may receive books at the library!

The tendency among progressive libraries is toward the abolishment of the age restriction. J. C. Dana, of Denver, Col., writes:

"We give a child a card as soon as he can read. Children too young to read, get cards for books to be read to them."

Miss Perkins, Ilion (N. Y.) Free Public Library, writes:

"We have no age limit, because we wish children trained to love books from their earliest recollection. Our library contains linen and pasteboard nursery books which are drawn on card in name of child, with parent for guarantor." (And this is a library of 6,000 volumes, in a city of 4,000 inhabitants.)

Miss Hasse, Asst. Librarian of Los Angeles, writes:

"We have an age limit of twelve years, for no other reason than because we are the victims of an absurd library custom, adopted before we knew better."

Mr. Crunden, St. Louis, Mo., says:

"No age limit. Don't believe in it. Let children take books as soon as they can read."

Mrs. Wrigley, Richmond, Ind., says:

"A child may take a book when he can carry it home safely."

Mrs. Sanders, Pawtucket, R. I.:

"We have no age limit. Every pupil of the schools, either public or private, is expected to have a card."

The librarian at Greeley, Col., writes:

"Children take books when they are old enough to know pictures—usually at five years."

The librarian of a Vermont library, who shall be nameless, for obvious reasons, writes:

"Our trustees are not progressive, and not willing to change."

Miss Hewins, Hartford, Conn., says:

"We have no age limit. A child may draw a book as soon as he can write his name. I wish that the age limit might be abolished in all libraries."

The librarian who studies school statistics cannot help being impressed with the grave necessity for the extension of library privileges unto the smallest child. In Milwaukee, out of 5,766 children who entered the schools in 1885, we find but 687 graduating eight years later. If we had an age limit in Milwaukee, we would reach but twelve per cent. of the number in school, to say nothing of the thousands out of school.

In Jersey City (school census of 1891), we find more than half of those attending school in the first four grades, from six to ten years of age. San Francisco (census of 1892) has 87,000 children between five and seventeen years of age. Of this number, 40,000 attend school (less than half), and sixty-four per cent. of the number attending are found in the first five grades. Of Boston's school population, ninety-three per cent. are found in the primary and grammar departments. Minneapolis has 25,000 school children—22,000 under fifteen years of age. St. Louis has 56,000 children under fourteen, each one of whom may have a card as soon as he can write his name.

One library with an age limit of fourteen years, reports that not more than half a dozen children under twelve, use the library—and this in the face of the fact that there are 41,000 children under fourteen in that city.

Protect the library's interests by a proper form of guarantee, remove the age restriction, and bid every child welcome. In this age of trash and printed wickedness, when a professor in one of our western universities feels tempted to say that the youth of this country would grow up to better citizenship and stancher virtue, were they *not* taught to read, and when Frederic Harrison sees on every side the poisonous inhalations of literary garbage, and bad men's

worse thoughts, which drive him to exclaim that he could almost reckon the printing press as amongst the scourges of mankind—when we hear all this, and see for ourselves, bad literature on every hand, is it not a pitiful spectacle to see this sign conspicuously displayed in one of the circulating libraries in this country—"CHILDREN NOT ALLOWED IN THIS LIBRARY."

In opposition to such cruelty as this, let us quote the words of the late Dr. Poole of Chicago:

"I could never see the propriety of excluding young persons from a library, any more than from a church. From ten to fourteen is the formative period of their lives. If they ever become readers, and acquire a love of books, it is before the age of fourteen years. No persons return their books so promptly, give so little trouble, or seem to appreciate more highly the benefits of a library, as these youth of both sexes.

"The young people are our best friends, and they serve the interests of the library by enlisting for it the sympathies of their parents, who are often too busy to read."

No assistant should be employed in the circulating, reference, or reading-room departments of a library, who will not give a child as courteous and considerate attention as she would a member of the Board of Trustees.

II. Do the children use the library to an appreciable extent?

This is answered in the affirmative in nearly every case; variously stated as one-fifth, one-fourth, one-third, and one-half of membership under sixteen years of age.

III. Is the number of books a child may take per week, restricted?

One hundred and fifteen libraries report no restriction. Oswego, N. Y., Portsmouth, N. H., Terre Haute, Ind., allow but one book per week. Hartford, Conn., and Cleveland, Ohio, issue but one story-book to children under fourteen, while schools are in session. Newburgh, N. Y., allows those under ten years, but one book per week.

Two books per week—Germantown, Penn., Memphis, Tenn., Grand Rapids, Mich., La Crosse, Wis., Richmond,

Ind., Kalamazoo, Mich., Nashua, N. H., Hamilton, Ont., Evansville, Ind., Watertown, Mass.

Three books—Fond du Lac, Wis., Evanston, Ill., Fitchburg, Mass., Springfield, Mass., San Francisco, Cal., Barry, Ill.

Twelve per week—Elgin, Ill.

iv. What per cent. of your circulation, is children's fiction?

The average is about twenty per cent. of the entire circulation.

v. Do you circulate Alger, Optic, Castlemon, Trowbridge, and kindred authors?

Nine libraries report that they do not circulate any of the above-named. Eighteen libraries are allowing the first three to wear out without replacing. Twenty-five libraries circulate Trowbridge only. There seems to be a great difference of opinion in regard to the relative value and worth of these authors. One librarian writes:

"Our set of Alger and Trowbridge are worn out and not replaced. Poor, thin, much-abused Optic helps boys to read, and leads up to stronger books;" while another librarian says: "I consider that Alger and Castlemon have done irreparable injury to our boys, in their taste for more solid reading. Since their purchase, solid reading for children has fallen off ten per cent."

Buffalo, N. Y., (partly subscription) reports:

"One set of Alger, some of Optic and Castlemon's issued on demand to holders of membership tickets, but their use is discouraged, and none given to holders of school tickets."

Pawtucket, R. I., removed Castlemon from the shelves, two years ago, but circulates Trowbridge. Milwaukee, Wis., has Trowbridge, only, for which there is but little demand. Trowbridge is not sent to schools, and we find, at the main library, that our boys prefer something better.

vi. Do you have special lists or catalogues for children? State price, if not free.

The majority of libraries merely designate children's books by some sign in the main catalogue. Twenty-five libraries report special printed catalogues, varying in price

from one cent to fifteen cents. Many are issued free. Many libraries use Sargent's and Hardy's lists, with numbers inserted. Four have special card-catalogues for children's use. Some designate a child's book by a colored card, while one librarian enters books for children under twelve, on yellow cards, and from twelve to eighteen years of age, on blue. Poughkeepsie, N. Y., has a set of nine small lists adapted to various ages. Miss Hewins' (Hartford, Conn.) catalogue is worthy of special commendation. The "List of books for Township Libraries," prepared by Mr. Frank A. Hutchins, State Superintendent's Office, Madison, Wis., is a model list, in every particular, and may be obtained for the asking.

Milwaukee, Wis., has a children's catalogue, and also prints lists of "150 good books for girls," and "150 good books for boys," which are issued free, and used as call-slips by the children. The list is kept in the pocket of the book with the card. These lists are used by ninety-nine per cent. of the children. We thus direct the reading of the young by calling attention to the best books. (We shall be glad to send these lists to all who desire them.)

VII. Do you have Teachers' cards? How many books may be drawn at a time? Are these books issued by teachers to pupils, or used solely for reference?

One-third of those reporting make no distinction between teachers and other borrowers. Others issue a card upon which teachers may take from two to twenty books—the average being six. Some libraries restrict the use of these books to reference in the school-room, while others leave it optional with the teacher.

If the object of this privilege is for purposes of reference, it is a wise one to follow; but if its aim is to supply additional reading-matter to pupils, it is meagre in the extreme—the tendency being to get books dealing with studies taught, rather than good literature for children. To "Let teachers have as many as they can use" is the rule in an increasing number of libraries.

VIII. Do you send books to schools in proportion to size of classes, *i. e.*, fifty pupils—fifty books, to be issued by teachers to pupils for home use?

Some one has truly said, "In the work of popular education through libraries, it is, after all, not the few great libraries, but the thousand smaller ones that may do most for the people." Greatness of cities hampers individual work. The librarian knows, from the school census, that there are 34,000 children, between six and fourteen years of age, in his city. By abolishing the age requirement, he may reach those in the vicinity of the library; but what of the thousands in the home districts—many of whom have never heard of the existence of the library?

It seems to us that the teacher, the one who guides and educates, the one who knows best the individual preferences and capacities of her pupils—it is the teacher who should direct the reading. The process is most simple. The teacher comes to the library and selects from the shelves a number of books, in proportion to the size of her class, *i. e.*, fifty pupils—fifty books. These are sent to the schools, and issued by the teachers for home use. The selection is made from all branches of literature—mythology, science, useful arts, fine arts, poetry, history, travel, biography, fairy stories, stories of adventure, &c., &c. The books are *not* intended, primarily, to supplement the school work. They should be "books of inspiration" rather than those of information; for "knowledge alone cannot make character." Another great object should be to create a love for books; for "What we make children love and desire is more important than what we make them learn."

Each pupil should be provided with a library card—with parent as guarantor—thus relieving the teacher's responsibility.

Cleveland, Ohio, Los Angeles, Cal., Hartford, Conn., Grand Rapids, Mich., Bridgeport, Conn., Lancaster, Mass., Chicago, Ill., Burlington, Vt., Dover, N. H., and Milwaukee, Wis., carry on this work to a greater or less extent. Los Angeles, Cal., sent 14,075 books to the schools from September, 1893 to May 30, 1894, a remarkable showing. Grand Rapids, Mich., issued 3,415 books, which were circulated 15,905 times. Cleveland, Ohio, sent 4,708 volumes, the number of issues being 38,031, the books being kept at the school during the school year. (See "The Open Shelf" for June,

1894, published by Cleveland Pub. Lib.—for description of school circulation.)

A few statistics may demonstrate the growth of this plan in Milwaukee. In 1888—the year of its inauguration, 1,650 books were issued by teachers, 4,702 times. During the school year 1893-94, 14,990 books were issued 42,863 times—the number of books sent being limited only by the supply at our command. The books were returned to the library at the expiration of eight weeks, when a new selection was made by the teacher. It must be understood that this represents the number of books read *at home* by the children. Much of the eighty per cent. increase in the circulation at the library, during the past winter, was due, not alone to the hard times, but to the advertising which the library received in the homes, through the schools.

Many teachers select books for the parents and older brothers and sisters of their pupils. The system of school circulation is being gradually extended, until it will eventually embrace every grade of every school—public, private, parochial and Sunday-school, which can be induced to avail themselves of the privilege.

There are many methods of awakening the teachers' interest in the matter of school distribution. We visit the class-rooms of the public schools and tell the children stories, thereby arousing a desire for books; we urge upon the teachers the necessity of furnishing the young with the best literature. Our superintendent of schools gives our system the heartiest encouragement and support. That he deems the plan of the greatest importance, will be shown in an article by him on "The Public Library and Public Schools," in the *Educational Review* (Nov. 1894). (See page 89.)

IX. Do you send a number of copies of the same work to schools for supplemental reading?

Detroit, Jersey City, and St. Louis carry on this work extensively. St. Louis, Mo., has six sets of fifty copies each of Scudder's Folk Tales, Franklin's autobiography, &c., which are sent from one school to another. Jersey City, N. J., issued 11,844 volumes (twenty sets), in this manner, during the past year. The books are carefully graded, and meet with much favor. Detroit sent 17,290 books to the schools, for

supplemental reading-matter. The superintendent of schools of Detroit, in his annual report (1891) says:

"The benefits to the higher grades, from the circulating library, furnished by the Public Library, are very decided, and there is a perceptible change for the better in the choice of selections made by the pupils; and it is the universal testimony, that there is a growing taste for good reading, among our school children."

This plan of school distribution has much to commend it. Educators are coming to realize that the modern school readers—the "five inanities"—are directly responsible for the habit of desultory reading. But we maintain that the furnishing of supplemental reading-matter—*to be read in school*—lies wholly within the province of the school authorities of our cities. As Mr. Cowell, of Liverpool, says: "We leave the school-board to provide their own books, as they have more funds at their disposal than we have." But few libraries can afford to furnish such books, the demands of the individual tastes of the child being more than can be ordinarily supplied.

x. Do you circulate pictures in schools and homes? In what form issued?

Newton, Mass., Ilion, N. Y., Wilkes-Barré, Penn., and Milwaukee, Wis., circulate linen and pasteboard picture-books among the smallest children. Gloversville, N. Y., sends portfolios of photographs to teachers who wish to illustrate certain lessons.

Los Angeles, Cal., Denver, Col., and Milwaukee, Wis., select suitable pictures from *Harper's Weekly* and *Basar*, *Leslie's*, *Scientific American*, &c., &c., which are mounted on manila, gray bristol, or tag-board, and sent to the schools. In selecting pictures, it should be the aim to choose those of æsthetic value—training the child's sense of beauty and imagination. Many, of course, may be used for language, geography, and history work. Teachers of Milwaukee organize "pasting and cutting bees," thus relieving the library of much of the work.

As an evidence of the popularity of the pictures, in Milwaukee, we have but to cite the fact that thirteen hundred pictures were circulated in the schools, during May and

June. Los Angeles has fifteen hundred pictures at the disposal of teachers. (For "Pictures in Elementary Schools" see Health Exhibition Literature, vol. 13, pp. 54-77, and Prang Educational Papers, Nos. 1 and 4.)

xI. Do classes visit the library?

Forty-four libraries report visits of classes for the purpose of viewing art works, illustrated books of travel, &c., &c. Lack of room prevents many libraries from extending this privilege.

Gloversville, N. Y., organizes children's reading circles, and prepares a list of books to be used in connection with the courses of reading. The topics selected are generally supplementary to the school work. At the weekly meetings of the circles in the class-room at the library, the current events of the week are also discussed—in this way guiding the children in proper newspaper reading.

xII. (a) Have you a children's reading-room? (b) Is there a special window in circulating department, for children?

(a) Minneapolis devotes the lower corridor to children. They are admitted to cases and tables containing their books—books being charged by an attendant at the gate.

Watertown, Mass., gives up one reading-room to children, placing therein periodicals, bound and current, and other books suited to the young. Cambridge, Mass., are adding a children's room, in which they intend to charge books. Cleveland, Ohio, has a special alcove for children. Omaha, Neb., has a special department, in its new building, for book and picture displays, special study rooms, and one "sample" room, in which will be placed the best books for children, and where children, parents and teachers may make selections.

Some libraries set aside a certain part of their reference and reading-rooms for children's use.

(b) Special window for children:

Los Angeles, Cal., "Disapproves decidedly of all such segregation."

Dayton, Ohio, has special window for display of children's literature.

Aguilar Library (New York City) does not permit chil-

dren to change books after six p. m. (How about boys and girls who work from seven a. m. to six p. m.?)

Dover, N. H., "Have no such pernicious things as windows in our circulating department. We have an open counter across which human intercourse is easy."

xiii. Have you a special supervisor of children's reading?

Many librarians report that they overlook the matter in a general way, some making it their specialty. St. Louis, Mo., has just engaged an experienced teacher for that purpose.

Any one taking this work could find an exhaustless mine of opportunities—some of which have been hinted at under the question of school circulation.

xiv. What other important work are you doing for children, not included in these questions?

Indianapolis, Ind., Cambridge, Mass., and San Diego, Cal., publish, each week, in one of the daily papers, a list of books for younger readers, on electricity, travel, stories, &c., or on some special topic of the times. These lists are very popular.

Many libraries place books pertaining to school studies, on special shelves, to which children have free access.

Bridgeport, Conn., and Fitchburg, Mass., have art departments with well-qualified assistants to show pictures to children, and adults.

Medford, Mass., has talks given to the children, upon various subjects, by friends of the librarian.

Omaha, Neb., is planning delivery stations for the children.

San Diego, Cal., "Turns children loose among the shelves on Sundays."

Dover, N. H., issues student's cards, on which any student, old or young, may take out a number of books on any special topic.

Peoria, Ill., gives two cards to each child or adult—one for fiction and another for purposes of study.

Portland, Ore., Beaver Dam, Wis., Greeley, Col., and others allow children free access to the shelves.

Free Circulating Libraries, of New York City, have

"Children's Shelves" containing the best books, from which parents and the young may make selections.

Many libraries report special assistance rendered to Youths' Debating societies, essay writing, &c.

Gloversville, N. Y., organizes reading circles (to which reference has already been made).

The library classes at Pratt Institute, Brooklyn, and Armour Institute, Chicago, are starting home libraries in slum neighborhoods.

Miss James, of Wilkes-Barré, has organized a boys' and young men's reading-room in a similar locality.

Brookline, Mass., places college and school catalogues in reference-room at the end of each school year.

xv. What ideas would you like to see developed in connection with the broad subject of Reading for the Young?

Miss James, of Wilkes-Barré, voices the sentiments of many, when she says: "I would like to educate the grandparents for three generations back—ditto, the teachers." Twenty-five per cent. of the librarians deplore lack of interest and supervision of the child's reading, on the part of the parents. "Over-reading" on the part of many children is another cause for complaint. The idea may have its objections, but we think that a kindly, tactful letter to the parent, might have its influence.

Great care should be exercised in the selection of books for the young. Purity of English is a primary consideration. Books "written down" to children should be avoided, also those books which do not, at once, fix the attention of the child. What the boy world needs, are books of incident, of lively action, of absorbing interest, wholesome, interesting, attractive, in good English, and yet free from the ghastliness and vulgarity of the alluring dime novel.

Many librarians advocate courses of reading in connection with the school work; certain books to be read at home, by the children, and then discussed in the school room. Much latitude should be given children in the choice of books to read—thus not making it a task but encouraging a love of reading.

By addressing Teachers' Institutes and meetings, the librarian or supervisor of children's reading can do much in

the way of enlisting the aid and support of teachers. We think the work done by the State Normal School, and Public Library, of Milwaukee, is unique in this particular. A course of library reading of the best authors is required of the Normal students, thus cultivating the tastes of the future teachers and bringing them in contact with the resources of the library. Hundreds of copies of the best books for children are sent to the Normal school, and there read and criticised by the students. Lists of the best books are printed for future reference. Children in neighboring schools send in lists of books they prefer, thus giving the students knowledge of what children really like to read. By talks to the students at the Normal school, we emphasize the importance of the work from the librarian's, teacher's and child's point of view.

We believe there are many fields still unexplored in the provinces of children's reading. Some means, for example, should be devised, in the large cities, to send books to factories where children are employed.

Reading rooms should be opened, evenings, in school buildings. They should be supplied with the best periodicals for old and young, and if possible, interesting books adapted to all ages.

Besides study and class rooms, the modern library should contain a hall, to which children may come for instructive and entertaining lectures. That this plan is feasible is shown by the course of free lectures given in the reading room of the library at Alameda, Cal., during the past winter, to which extended reference is made in the August (1894) *Library Journal*.

The circulation of lanterns and lantern slides, tennis and croquet sets and the best indoor games—a plan advocated by Miss Kelso (Los Angeles, Cal.)—meets with the warmest approbation from all lovers of children; for if "Books of Refreshment," why not "Games of Refreshment"?

That the child is a volume to be studied, applies as well to library as pedagogical science. We deprecate the spirit which prompts a librarian to say, "We prefer to transact business with older persons, as we lose time in making infants understand." As opposed to this are the words of an-

other who writes, "Each assistant has instruction by no means to neglect the children for the adults." The modern library spirit may be expressed in the words of Miss Perkins of Ilion, N. Y., who says:

"We always treat children with the same consideration and courtesy as grown people. We make them love to come and stay here, and keep in touch with them in every way possible."

In closing our report, we desire to submit five questions for consideration:

How may we induce parents to oversee their children's reading?

How may we make the guiding of her pupils' reading a part of the teacher's work?

What can be done to help a boy to like good books after he has fallen into the dime novel habit?

What methods have been used with success in developing the taste of children?

What form of catalogue, if any, is of interest and value to children?

A full discussion of these questions will be helpful to many librarians who have the best interests of their child patrons close at heart.

THE CHILD, THE SCHOOL AND THE LIBRARY

The methods used in Cleveland and the principles that inspired their adoption are set forth in somewhat greater detail than in Mr. Brett's paper, given above, in an address before the first annual meeting of the Ohio Library Association in 1896 by Miss Linda Eastman. The teachers of the Cleveland Public Schools were especially invited to this session.

Linda Anne Eastman was born at Oberlin, O., in 1867 and educated in the Cleveland public schools. After teaching in them for seven years she entered library work in 1892 and in the year when this article was written (1896) became vice-librarian of the Cleveland Public Library. Miss Eastman has been a pioneer in work with children and her influence in guiding American libraries toward sanity, efficiency and beauty has been as continuous as it has been quiet.

The school trains the child in the use of his powers and faculties, teaches him *how* to learn; the library is the storehouse of wisdom. So brief a statement of facts shows at once the close relation between these two institutions, and that the former in great measure defeats its own ends if it fail to lead to the latter. Discussions of this question have heretofore dealt mainly with methods of interesting the child in reading and of furnishing him with books—of attracting him to the library through the medium of the schools. It remains to pay more attention to the means by which he can be properly trained for reading and research.

The school looks to the library as a most helpful adjunct, and encourages the child to use it, but does the school *prepare* him, in a practical way, to use the library? Might not more be done for the average child whose school life ends before he reaches the high school? He has such a pitifully small store of knowledge to face the world with, and how little chance for increasing it! To this child, whose name is legion, the public library should be a veritable gold-mine; it fails of being so simply because he knows not the rudiments of the art of mining.

All individual research in the world of books requires some foundation of knowledge of how to get at them—of the short-cuts that indexes and tables of contents afford, of the best readers' guides and how to use them, of the indispensable books of reference and the fields covered by them. Something of all this is taught in the schools to-day—much more than of old—but this teaching comes rather as the result of the interest and effort of individual teachers than as a necessary part of the school-work which no teacher dare overlook. It yet needs to be ingrafted as an integral part of the whole course of study. True, that course of study is overcrowded, and we would not add another branch—this teaching should become part of the work in every branch. It will start from very small beginnings, but there will be, almost from the first, a constant broadening of the child's mental vision and an added zest in his work.

To illustrate the commencement of it, take a primary class in geography; they have been over the descriptive part, say of North America, in their text-books, have had it presented in an attractive manner, and made plain with the help of surface and production maps, etc.; they have perhaps become interested in reading King's "This continent of ours," Smith's "Our own country," or others of the books which are helping to add interest to primary geography; but there yet remains to be given more of that drill, that repetition and reiteration of the facts which the teacher knows to be so very necessary if some of those little minds are to retain the knowledge gained. Suppose that at this point she produces some half-dozen of the best elementary geographies which she can find—all different; she then teaches them

how to find for themselves the subject they want in the strange books, the first lesson which many of them have ever had in the use of indexes or tables of contents—each child will be eager to find his place first, and the remainder of the class go through the same operation with their own text-books, for heretofore they have always been told just what page to turn to, and have had no practice in doing it in this way. They then proceed to see what these different authors say about the principal features of North America, comparing the various ways of saying the same thing, and noticing any new points. When the lesson is over, what will have been gained? First, the main object, the fixing of the facts in the minds of the children, for they will not only have gone over each point repeatedly, but each time thoughtfully and critically. Besides this, in studying the numerous forms of expression for the same facts, they will have had a valuable lesson in English; some of them will have had practice in sight-reading from new books; they will have learned to apply the term author to the writer of any book, and not only as you will find most of them have done in their childish way heretofore, to those of a purely literary character. Most important of all, perhaps, they will have had their first practical training in the use of an index, as a little beginning in that knowledge which is to make them more proficient in the use of books.

This work, carried on up through the grades, should be broadened out until it makes them acquainted with the names of the great travellers and explorers, and with the most interesting and best books of travel and description of the countries as they take them up—until they have become familiar with the standard gazetteers and atlases, know what class of geographical and statistical facts to look to them for, and how to consult them deftly and accurately; and this can all be done, both incidentally and beneficially to the regular work, while greatly increasing the children's knowledge of books. When, for instance, the sixth grade is studying Switzerland, the teacher asks the pupils to bring in a list of as many books as they can find describing that country—the children, each anxious to have the best list, will go to the library catalog (there should always

be one in every school-building), will make inquiries at home, and will, whenever possible, visit the library and there consult catalogs, assistants, and the books themselves; the children will then be asked to write these lists upon the blackboard, in alphabetical order as they would be in a catalog—in doing this a great many more little points will be learned than are apparent at first thought, and it should be given much attention, for the expert use of the catalog is an art invaluable to the student as a saving of both time and patience. A few such lessons are needed to teach the young learner that in title entries the library catalog omits the initial article, that he will find the book entitled "The mountains of Switzerland" under "Mountains" and not under "The"; knowing an author or title, and wishing to look up that one book, he will learn to look for these as simple dictionary entries, so, in the case of his wanting to know who wrote "Scrambles in the Alps," or its shelf-number, he turns instantly to S for the title; lacking any data but the subject, or wishing to find several or all of the books on the subject, he will look under Switzerland, *sub-division Travels.*

Through this means the teacher and the librarian will constantly be given opportunities for recommending those of the books mentioned which are best suited for the pupil's reading, and of familiarizing him with the names of those which may be beyond him now, but which he will be sure to enjoy when he is older. It will lead him on, also, into history and to a keener, broader interest in current events. Geography has been mentioned simply as showing some typical possibilities—if needless details seem to have been given, it has been for the purpose of showing that what is suggested will not add a burden of new work, but will add interest to the old, and that it can begin very early. The constant tuition in books and their use, and the cultivation of a thoughtful and discriminating taste for the best, can and should be brought, incidentally, into almost every branch of study, and that, too, with better results in the studies themselves; the reading, the language, and the science work all invite to it, while the history offers such incentives to this kind of work that the wonder is that it is ever

taught in any other way. After reaching the high school the pupil should take a long stride forward in the acquisition of this book knowledge, the nature of the studies and the greater maturity of the pupil being all in his favor. Every branch in the curriculum will admit of, and on second thought seem almost to require, at least a comparative study of text-books, of learning who are the great authorities, and of becoming more or less familiar with the principal works of reference on the subject; the literature and composition classes in particular will give an opportunity for much systematic drill and instruction in method in looking up subjects, in the intelligent use of catalogs and subject lists, of Poole's Index, and of reviews and periodicals; a correct idea should be gained of the general character of the principal encyclopædias and the distinctive feature of each, that they may know which are best to refer to for brief, concise statements of facts, for long and scholarly treatises, for bibliographical references, for recent developments, for matters pertaining to our own country, etc., while it is quite worth while knowing such little points as to which dictionary to go for help in settling the question of beginning a certain word with a capital or a small letter.

It is a big subject with which we are dealing, this instruction in the use of books, but because it must start from such small beginnings, because it must lead the child's mind up and out from utter ignorance to a never-ending increase of knowledge, it is not, therefore, overwhelming—its very bigness and fulness are an inspiration which cannot be felt without an expansion of mind to meet it. It is, perhaps, well that there is no room for it in the already overcrowded curriculum as a separate branch of study, because, if the best results are to be obtained, it must be interwoven with everything else and wherever the opportunity offers. Nor should it be, on this account, a vague and intangible subject to plan for in the course—the objects to be attained are so definite, the means so abundant. For the teacher herself it will often mean nearly as much growth as for the children, and for the whole school course it will be a constant check on the tendency to slip into ruts of mechanical and routine work. The normal school should give special preparation

for it, in addition to that excellent feature which has already found place in some of these schools, a study of juvenile literature from an educational point of view.

We come now to the side of the question which pertains especially to the library. These latter years have brought wonderful progress in library science and economy, but there is perhaps nothing which shows the advance of the library of to-day over that of 20 years ago more than the greater importance which is attached to the work with the children. The work of the librarian has come to be regarded as not merely incidentally but as actively and pre-eminently educational; he is called upon to be himself a teacher in the highest and truest sense of the word, a helper to knowledge—all sorts and conditions of men come to his "people's university" and seek his guidance in research on any and every subject; he must help to meet the needs of the professor and of the artisan, and has often to teach alike the teacher and her smallest pupil.

The hope of the future lies in the children of to-day, and if the next generation make the most of the resources of the library it will be because as children they are trained to use it—hence the greater relative importance of the work with and for them. In reviewing briefly the work which is being done along this line, but little need be said concerning the loaning of books to the schools for redistribution among the pupils, as wherever it is in operation, as it is here in Cleveland, it seems to be so successful as to be limited only by the supply of books that can be devoted to this purpose, and we have known of schools where these books have furnished the life-giving germ of interest which contributed more than all else to a successful year's work.

The careful preparation and free distribution of lists of the best books contained in the library, suitable to the children, is a work which pays well. This is sometimes done by the school authorities, as in the case of the excellent lists distributed in the grammar grades in this city last June, which brought such an increase of children to the library during the entire summer; in some places it is done by the librarian; it would doubtless be best done by the two working together, as the one can furnish an understanding of the

needs of the pupils, while the other has the books from which to select material, can attend to the proper insertion of the library call numbers, etc. These lists may be in the form of a general catalog of juvenile books, or of special lists of the best books for boys, the best books for girls, those suited to different grades and ages, books on particular subjects, as United States history, and lists helpful for special day exercises, as for Washington's birthday or Christmas. One who has done much of this work in a large library writes me: "We try to guide the reading of those children who come to the library by the little lists which I sent you. The importance of these lists cannot be overestimated." She goes on to say: "I have lately been attracting the attention of the children to good books through a juvenile weekly paper issued as a supplement to one of our evening dailies. One night I had inserted a list of about 25 of our best books for children *without* giving our library numbers, and offered a prize of a book to the first boy or girl who would copy the list, correctly adding these numbers. This taught them the way to use the catalog, and also got them to come to the library, and, too, attracted their attention to the best books. Two weeks ago I offered a prize of two dollars for the best description of the best books any boy or girl in the state ever read. This will give me an index to what boys and girls really think is best. I shall keep this up, on different lines, during the winter, and will let you know results later.

"So many librarians wait for teachers to make the advances in the way of co-operation. It is the librarian who has something to offer (books), and he should proffer them repeatedly, if necessary. We are 'pushing' pictures this year; mounted a great many this summer which are being eagerly carried off by the teachers." The pictures here referred to are cut from illustrated papers such as *Harper's Weekly* and *Leslie's Illustrated*, from worn-out books and magazines about to be discarded, mounted upon cardboard and loaned to the teachers for use in illustrating the lessons, for busy work for the little ones, etc. Several libraries are thus utilizing what would otherwise be wasted material.

The plan of appointing a special assistant (usually one who has had practical experience both in teaching and in the library) to take charge of the work in connection with the schools, is one which is leading to such excellent results in some libraries that it should be more generally adopted. This assistant should keep thoroughly informed upon the work which is being done in the different grades from month to month, and be ready always to recommend to teachers and pupils the best on any subject taken up by them, those which will prove most helpful to the work in hand and best suited to the children. The teachers should consult her, should send the pupils to her, and it should be understood by all that during certain hours of each day she is unreservedly at their service. This assistant should be well adapted to and thoroughly prepared for her work, and, above all, should have her interest and energy centered in it. In libraries where one person's whole time cannot be given up to it there should be at least a portion of the day devoted to it; much of the work which she has in charge may perhaps be detailed to others, and she should be capable of giving the younger assistants the instruction necessary for its proper performance, and of inspiring them with the earnestness and the spirit of helpfulness which are necessary to success.

Every assistant in the library, who meets the public, should be, or should be capable of becoming, a teacher of bibliography, and the best work should often be done, the most valuable suggestions given, with utter unconsciousness on the part of the public which receives them. It requires infinite tact, but with the children it is comparatively easy, for the reason that they are ready to take suggestions and so quick, often, to profit by them. Here the librarian has a decided advantage over the teacher, for she has to meet none of that antagonism of pupil for pedagogue which is an inheritance from the semi-barbarous days of school-keeping; the teacher has to win and then keep the child's confidence —the librarian, on the contrary, may have it for the taking. The reason for this last fact is plain—people are sincere with their books, they throw aside shams and are themselves with

them, and why should they not be so with those who help them, in an understanding way, to the books they enjoy?

What opportunities does this not open up to the librarian or the assistant who is on the alert for them—opportunities to guide the children in their reading, to awaken a real interest in a quest upon which they started in a perfunctory and aimless way, and to give them many a hint as to how to get at what is in books. She can often do much, also, in developing those decided individual tastes which sometimes show themselves in very young children, as when the little eight-year-old comes and wants "that book with the hands and arms in it," and sits by the hour copying simple studies in curve and outline, which he shows to her with the naïve confidence that he "is going to be a artist;" she need not flatter herself that she is fostering young genius—that is more rare than children with a taste for drawing—but she may be sure that she is doing something toward shaping his ideals of the beautiful and the true.

The general reading of children needs wiser and more tactful oversight, by the parent, by the teacher or the librarian, to counteract that tendency to narrow down the range of reading to one class of books, and that too often the poorer story-book. There is perhaps no department of the public library where greater care should be exercised in the selection of books than in the juvenile fiction—*keep the standard high there*. The healthy boy craves stirring tales, but when, as they will, even Kirk Munroe, Stoddard, and Henty begin to seem tame to him, do not let him drop to Castlemon, Alger, and Optic, lead him rather, to the more lasting delights of Scott and Dumas and Stanley Weyman. It is for the girls, however, that we would make a special plea; so much pains is often taken to interest the boys in biography, history, travel, and science, but the girl who wants a book (and she is more prone than her brother to leave the selection of her books to another's judgment) is given a "pretty story," and she goes on eternally reading "pretty stories," which become more and more highly wrought, until the first thing you know she is in the ranks of those who read nothing but the silly, the sentimental, and the sensational novels—if she has arrived at this point by a

round-about course of "goody-goody" story-books, she is only the more helplessly sensible of her fall.

All the while, if she but knew it, the girl would so much more enjoy the better things which she is missing. Help her to these—when she has read Alcott and Mrs. Burnett and Laura E. Richards's stories, she will devour with avidity "When I was your age," "The one I knew the best of all," and Miss Alcott's life and letters, and want more books of the kind, until before long she will be absorbed in biography. An interest aroused in the personality of the writer of "A New England girlhood" will in turn carry her into poetry, a never-ending delight to the child who has found it out. History, too! I am reminded of the little maid who read it along with her fairy-tales, with the result that she named her cats after historical characters, and executed a favorite doll as Mary Queen of Scots; she is to-day a broader-minded young woman than some of her little playmates whose imaginations admitted of nothing more tragic befalling their dollies than a fit of the measles.

Above all things, see that the child has access to the good books, the great books, the books that stir men of all times and all ages. We would object most strenuously to shutting the children into that part of the library which contains only the purely juvenile books. Do you think it was any food for babes such as the "Little Prudy stories" which called from Mrs. Browning this memory of childhood?

"Books, books, books!
I had found the secret of a garret-room
Piled high with cases in my father's name;
Piled high, packed large—where, creeping in and out
Among the giant fossils of my past,
Like some small nimble mouse between the ribs
Of a mastodon, I nibbled here and there
At this or that box, pulling through the gap,
In heats of terror, haste, victorious joy,
The first book first. And how I felt it beat
Under my pillow in the morning's dark,
An hour before the sun would let me read!
My books!"

Oliver Wendell Holmes struck a keynote when, speaking of the reading habit, he said, "Above all things, as a child he should have tumbled about in a library—all men are afraid of books who have not handled them from in-

fancy." That word "tumbled" he uses advisedly, if not literally—it expresses one thing which it is all-important that the child should have, a sense of freedom. Freedom under law it will of course be—he must learn that liberty which is not license, he must learn to respect the right of books to careful usage as he learns to respect the rights of his fellow-men. Regard for students requires that quiet be maintained in the library, and this should be insisted upon, though by making the conditions such that the very atmosphere of the place suggests it this task will be an easy one. Cleanliness is no mere virtue, but an imperative duty, when handling books which can carry deadly germs of disease, and the children should be taught always to come to the library with clean hands. *This* task is a very hard one sometimes, but it is so important as to demand more attention than it sometimes receives; if the children are refused the books, always kindly but always firmly, so long as they come with dirty hands, they will learn this lesson. In one reading-room the assistant is instructed to take the names of all children who are sent to wash themselves, that the ones who come to the library dirty habitually may be singled out and dealt with as their cases require.

In cities of any size it is the children more than any other class who are shut off by distance from the use of the library. It is here that the greatest value of the branch library shows itself. Andrew Carnegie said that a large library without branches is like a fishing-sloop without small boats; if the small boats could be furnished, if a well-selected general collection of even a few hundred good books could be put within easy reach of every child in every city and town in the state of Ohio, it would not be long before the truth of his comparison would be apparent to all.

One reform which is being accomplished in many places is the abolishing of the age limit—as soon as the child is able to read and can write his own name (some enthusiasts in the children's work even say as soon as he can come to the library and carry home a picture-book), he should be allowed to draw books in his own name. It is said that children under the age limit can draw upon their parents' cards, but

this plan is a mistake; first, because it is injustice to the parent to deprive him of his card that his child may use it, and second, because it is a fact that *some* parents are too selfish to give up their cards to their children.

One thing leads always to another—in this country the public library was the forerunner of the public museum and the public art gallery, which are in many instances being so wisely housed under the same roof with the library, and forming with it (and with the class and lecture rooms which should be included) a vast educational institution upon which the schools can draw constantly for help. The museum especially seems too important to be overlooked in this connection—it can be started so modestly, and, if public interest be awakened in it, is so sure to grow rapidly and to receive valuable donations and additions. The united efforts of the teachers, during one school year, to secure objects of interest in illustrating the school-work, could result in the nucleus of a collection which would soon be priceless in its educational value to the town. One bright woman has suggested a plan which should be put into operation, viz., a system of cross-references from library to museum and *vice-versa*; for instance, a case of birds or animals could have neatly posted on it a list of the books relating to them which the library contains, giving first the juvenile, and then the popular and general, and last the more deeply scientific works, while in the natural history department of the library attention would be attracted to a list of specimens in the museum. Wherever desirable this could be carried into great detail, referring from separate specimens to certain books, or to certain chapters in a book, by means of printed forms. The museum contains, say, relics from the mounds of Butler county, described so fully in Maclean's "Mound-builders;" beside these relics is placed a card referring to this book, giving its shelf-number and page of the subject, while in the book at this place a fly-leaf insertion states that in alcove B, case 2 in the museum, specimens no. 15-48 will be found of great interest in illustrating this section. The same thing could of course be done in connection with the art gallery. If well done, what powerful incentives would this not offer to all classes of people alike

to reading with a purpose, and that purpose the acquisition of knowledge! And to the child these incentives would be strongest, because his interest is most easily awakened. Besides this, it would be an incalculable saving of labor, for in the looking up of references it would be doing once for all the work which would otherwise have to be done by each individual student.

All of these plans are along the line of development, and, primarily, for the development of the child. They are claiming the attention of all educators, whether teachers or librarians, and they are calling for a closer union of forces, a more thoroughly systematized co-operation in a work where "the field is white unto the harvest, and the laborers" may be many.

FUNCTION OF THE SCHOOL IN INTRODUCING CHILDREN TO THE PROPER USE OF BOOKS

The awakening of the schools themselves to the importance of this subject is evidenced by the creation of the library section of the N. E. A., and the work of the committee described on page 18 of this book. Two extracts from the final report of this committee, made in 1899, are presented here, one by a member of the committee who is a teacher, Dr. Charles A. McMurry, and one by a library member, Mr. John Cotton Dana.

Charles Alexander McMurry was born in Crawfordsville, Ind., in 1857, graduated from Michigan University in 1880 and took his doctor's degree at Halle, Germany, in 1884. His services to education as teacher, lecturer and author are well known. In 1899, when this report was written, he was principal of the practise school of Illinois Normal University and lecturer in the Teachers' College of the University of Chicago.

The center around which cluster all the problems which relate to the reading habits of children is the public school. The family, in many cases, is doing more than the school, to be sure, but it is the school, after all, in the great average of cases, which must give the children a taste for books and an introduction to their proper use. It is only in exceptional cases that parents have knowledge and the means to supply children with suitable books, and, what is more important, with the right guidance and sympathy in making a close acquaintance with them.

We may well inquire, therefore, what the proper function of the school is in teaching the great body of children how to appreciate and use the best books. Within the last few years teachers have begun to realize that this is one of the few great privileges and duties of the school. To teach children *how to read* so that they could make use of books, newspapers, etc., was once looked upon as a chief object of school work. We now go far beyond this and ask that teachers lead the children into the fields of choice reading matter, and cultivate in them such a taste and appreciation for a considerable number of the best books ever written that all their lives will be enriched by what they read. This is one of the grand but simple ideals of the schoolroom, and lends great dignity to every teacher's work in the common schools. The most solid and satisfactory reasons can be given why this should be done in every schoolroom. These substantial materials of culture belong to every child without exception. They are an indispensable part of that general cultivation which is the birthright of every boy and girl. The child that by the age of fourteen has not read *Robinson Crusoe*, *Hiawatha*, *Pilgrim's Progress*, *The Stories of Greek Heroes* by Kingsley and Hawthorne, *The Lays of Ancient Rome*, *Paul Revere's Ride*, *Gulliver's Travels*, *The Arabian Nights*, *Sleepy Hollow*, *Rip Van Winkle*, *The Tales of the White Hills*, *The Courtship of Miles Standish*, Scott's *Tales of a Grandfather*, *Marmion*, and *Lady of the Lake*, the story of Ulysses and the Trojan war, of Siegfried, William Tell, Alfred, and John Smith, of Columbus, Washington, and Lincoln—the boy or girl who has grown up to the age of fourteen without a chance to read and thoroly enjoy these books has been robbed of a great fundamental right; a right which can never be made good by any subsequent privileges or grants. It is not a question of learning how to read—all children who go to school learn that; it is the vastly greater question of appreciating and enjoying the best things which are worth reading. Judged on this standard of worth, the reading exercises of our schools have acquired a tenfold deeper significance, and all teachers who have looked into the matter have felt a new enthusiasm for the grand opportunities of common-school education. There is no doubt

whatever, among intelligent people, that good literature is a powerful instrument of education. It is by no means the whole of education, but when the reading habits of children are properly directed, their interest in suitable books cultivated and strengthened, their characters are strongly tinctured and influenced by what they read. If their minds are thus filled up with such stimulating thought-material, and their sympathies and interests awakened and cultivated by such ennobling thoughts, the better side of character has a deep, rich soil into which it may strike its roots. So profound has been the conviction of leading educators upon the value of the reading matter of the schools for the best purposes of true education that the whole plan of study and the whole method of treatment and discussion, as touching these materials, have been reorganized with a view to putting all children into possession of this great birthright.

To prove this we will state briefly a few of the changes which have already taken place in many of our best schools:

1. Good literature of high quality, from the fertile brains of the greatest writers, has been put into every grade of the common school, from the first year on. This means, of course, that all sorts of information books in geography, science, history, etc., have given place to better, classic material. We shall see later that these information books have their proper place in school work, but they should never be allowed to crowd out the people's bible of good literature.

2. In the first three grades, since children have not yet learned to read, but are in the process of acquiring this art, they must get their introduction to the best stories suited to their age by the oral presentation of the teacher. Teachers of primary and intermediate grades are everywhere rapidly acquiring the art of presenting stories, and the stories which they offer are the best which the literature of Europe and America has thus far produced. The result is that the teachers themselves are becoming deeply interested in this material, and they are discovering how powerful and stimulating its influence is upon children. The children are aroused to a new interest in school work, in striking contrast to the dullness and tedium of the old *a-b-c* method in learning to read.

3. The works of our best American writers—Bryant, Longfellow, Emerson, Whittier, Holmes, Lowell, Hawthorne, Irving, Burroughs, and others—have acquired a new and untold significance for American children. These men themselves, without exception, were exemplars of a simple, elevated mode of life, thoroly patriotic and American, and beautiful illustrations of those words of Longfellow familiar to every school child:

Lives of great men all remind us
We can make our lives sublime,
And departing leave behind us
Footprints on the sands of time.

4. One of the strong marks of this genuine literary revival in our common schools is the rapidly growing disposition to read literary wholes, not selections or fragments—the whole of *Snow Bound* and *Among the Hills*, of *The Building of the Ship*, of Ruskin's *King of the Golden River*, of Webster's *Speech at Bunker Hill*, of the *Vision of Sir Launfal*, of Emerson's *American Scholar*, of *Gulliver's Voyage to Lilliput*, of *Horatius at the Bridge*, of *The Hunting of the Deer*, of Bryant's *Sella*, of Burroughs' *Birds and Bees*, etc. This reading of the masterpieces as wholes with children in the regular reading exercises of the school has opened the eyes of teachers and pupils in an astonishing way, and is destined, moreover, under still better teaching in the future, to give a depth and spiritual value to the work of our schools which are beyond all price.

We have discovered, also, that the best English writers are as much ours as our cousins' across the water; that Shakespeare, Ruskin, Tennyson, Arnold, Burke, Scott, and Addison are fully as valuable to us as our own writers, and that their works also must be read as literary wholes.

5. A new principle for the grading and arrangement of literary materials thruout the school classes has been applied. The suitableness of the thought, the appropriateness of the story to arouse the interest and sympathy of the children, are made the chief test to determine the place in the grades where a literary whole shall be used. In this way the child has become the center of study, and a very common-

sense, practical result has ensued. Children are asked to read what best fits their age, temper, and understanding. It is no longer a question of learning to read, but of learning to appreciate and enjoy what is most worthy the attention of a child. It is the development of the best feeling and intelligence in a mechanical process of learning to read. That children learn to read fluently and with expression is certain just to the extent of their true appreciation and insight.

It has been discovered that the literatures of America, England, Europe, and Asia are already drawn upon to find just the best-suited materials for children of the successive grades. We may yet find that stories as diverse in origin and location as *Hiawatha*, *Robin Hood*, *Don Quixote*, *Siegfried*, *Ulysses*, *Sinbad the Sailor*, the *Lilliputians*, and *Joseph in Egypt* are needed at different points in the school course to give children what best suits their mental growth. At any rate, we are rapidly finding out that the best of all the ages, from Abraham to Kipling's *Jungle Stories*, is needed to educate children. It is an inspiring thought that the proper bringing up of a commonplace American child requires us to sift out the gold nuggets from a whole series of civilizations. This sifting and arranging of materials has been going on for many years, and the series of standard books now recommended for children in some of our best schools insures to them the stimulating and liberalizing influence of a large number of the best books of great authors.

This body of educative thought-material, properly handled, discussed, and read in the schools, becomes the *nucleus* around which to collect and organize the reading of a lifetime. Moreover, the interests and tastes cultivated upon these books will determine what kind of books and to what extent they will be read in the following years.

Having insured a proper place and respect for this indispensable nucleus in which reading habits and tastes are to find root and grow strong, we may next inquire into the function of the school, in giving children a proper opinion of the value and use of the great body of *information books*, history stories, geographical readers, travels, biographies, science narratives and descriptions, histories, current mag-

azines, reference-books, etc., which contribute so largely to a full equipment for life.

Within the last few years great progress has been made toward supplying the schools with a large quantity and variety of supplementary and informational reading. The lessons in history, geography, and natural science are constantly enlarged and enriched by this sort of reading, to which children are freely referred in studying their lessons.

This use of varied material requires greater skill upon the part of teachers, a wider range of information, and the ability to organize and unify these diverse sources of information with the regular lessons. But this kind of study, if carefully planned and skillfully executed, gives the boys and girls better materials of thought, more independence in using books, and a wider range of knowledge. It points directly to the library as a necessary and very efficient agency of popular education.

A small library is becoming indispensable to the teachers and pupils of the grammar school in carrying out the legitimate work of the school. In order to give definiteness to this idea of a small library, suppose it to consist of five hundred to one thousand books, containing the best classic stories, poems, biographies, histories, travels, novels, and books of science suitable for the use of children below the high school. The necessity for such a choice selection of library books is made evident by an examination of the children's present studies in history, geography, and science. History stories are now read in nearly every grade of the common school, to some extent even in the primary. Only a few years ago it was customary to limit the historical studies to the final year of the grammar school, to what is now generally known as the eighth grade. But now history stories are regularly used in all the grades, from the third to the eighth, inclusive. In the third, fourth, and fifth grades, or years, of the common school, stories are skillfully narrated by the teacher, discussed, and reproduced by the children. It is possible in this way to give them a very keen and hearty impulse toward biography and history. With this interest thoroly awakened upon the biographies of such American heroes as William Penn, John Smith, Columbus, Magellan,

Williams, La Salle, Champlain, George Rogers Clark, Lincoln, and Fremont, it is very easy to introduce children to that considerable body of American biography which is the very best introduction to American history.

The elements of heroism and adventure, the strong traits of personal character and manliness, which these American stories exhibit, give these historical stories a great moral value. At the same time the dreary memory drill upon the skeleton outlines of political events has given way to a native interest and enthusiasm for the striking personalities in our past life as a nation.

Closely allied to this early biographical story of our own country are the famous epic stories of European countries, the stories of Alfred, King Richard, William Tell, Romulus, Horatius, Ulysses, and Achilles, and such historical narratives as the *Retreat of the Ten Thousand*, *The Struggles of Thermopylae and Marathon*, Scott's *Tales of a Grandfather*, and other famous stories, which in most cases have a strong historical setting and significance. Our schools are now being abundantly supplied with interesting and instructive books of this character. Only a few of them can be thoroly worked over and assimilated during school hours. Enough, however, can be done and is being done, in many cases, to give a vigorous training in this kind of study, and to awaken interests which soon grow into habits of study. In order to give the great body of teachers unmistakable proofs of the variety and excellence of these historical stories and poems, a short list of choice books will be appended to this article.

Now, it is evident that a carefully selected library of the best books of this character should be found in every grammar school. There will be a considerable number of boys and girls in every school who will be well prepared by such school studies as we have just described for a profitable use of these books in private reading. Children in general cannot supply these books. The parents, in most cases, have neither the means nor the judgment for their proper selection. There should be no ambition on the part of teachers to make bookworms of children, and it is certainly advisable to avoid an indiscriminate and loose reading of many books. The teachers should not only give children a careful and

appreciative introduction to a few of the best books, but they should also try to advise and assist children in forming profitable habits of reading. In occasional general exercises before the whole school, and in private talks with the children, many a valuable hint may be given in regard to what books to read and re-read, how to study out and appreciate the characters, in short, how to assimilate what they get from books.

In geographical studies a change, somewhat similar to that which has taken place in history studies, has been brought about in the last ten years. Instead of the meager outlines of geographical topics, and in place of the endless map questions and names for memorizing from the third grade on, we have begun to select instructive and interesting topics, which are treated with a richness of detail, illustration, and description that awakens the best thought and interest of children.

Much of this work also has to be done in the early grades by the oral presentation of the teacher, and after a year or two of such home geography, by excursion and descriptive geography, by important topics, the children are prepared for making a good use of the geographical readers and books of travel, which have now attained great excellence and value. Here again it is necessary that the school library shall be well equipped with a careful selection of the best recent books.

It need not be feared that this method of study and use of books will lead to a superficial, fragmentary, or unsystematic knowledge, but it will require better class-room instruction on the part of the teachers, and more ability to organize knowledge derived from reference and other library books. Here again, as in history, quite a goodly number of the children may be led on to excellent habits of voluntary and private study. Perhaps the best proof of the right instruction in the class-room is the tendency of children to extend their knowledge by later voluntary readings in the use of the library.

A short list of books will also indicate how enterprising our best book firms are in supplying what our libraries need

in the way of geographical readers, travels, guide-books, picturesque narratives, etc.

In the field of natural science there is a third great realm of study which has been lately brought under the direct jurisdiction of the schoolmaster. It is only within the last few years that any considerable number of school-masters and school-mistresses have begun to appreciate what a glorious field of study has been opened to the common school. But books and libraries seem to stand in a different relation to nature study from that already ascribed to history and geography. In this case nature herself is the book to be studied, and no artificial book should come in between the observer and the leaves of nature's own book. Nature study, when properly managed in elementary schools, is a direct protest against the wrong use of books. By means of excursions upon the campus, in the fields, gardens, and woods; by experiments in physics and chemistry, in the laboratory; by watching birds among the trees, insects upon the pond, butterflies in the clover, trees in their blossoms and fruitage, the weeds by the roadside, vegetables in the garden, the children are acquiring the first indispensable impressions and that happy enjoyment of the wonders and beauties surrounding them in nature without which all later study from books and scientific treatises is unreal and unmeaning.

After all, the difference between science and the other studies (history and geography) is not so great. We do not begin history and geography with books in the first two or three years, but with oral discussion and presentation. In fact, no study can be properly begun with children from books. It is only after the children have acquired some taste for a study and have accumulated considerable knowledge in its concrete forms that books can be used to advantage. And so it is with books of science.

In the first four grades of the common schools, and to a large extent in the higher grades, science studies should be carried on almost wholly without books. Their appreciation and insight into nature in many directions should be steadily cultivated, not thru the reading of books, but by direct contact of the senses and by exercise of the thinking powers upon present objects. Most of the efforts thus far

made to introduce children to nature by means of books are farcical and fruitless. But as the children grow older, having accumulated a considerable variety of knowledge and sympathy for nature study, the best books on these subjects will be found very helpful. The teachers, indeed, will find books necessary at all times in guiding their efforts in nature study; but with this we are not now chiefly concerned. It will be found that for children in the intermediate and grammar grades there is quite a collection of science books that should be made easily accessible to them in the library. Indeed, some of them can be used to advantage in the supplementary reading in the grades in reading classes. Such, for example, are *Short Stories of Our Shy Neighbors*, by Mrs. Kelly; *Glimpses of the Plant World*, by Fanny Bugen, and *Town Geology*, by Charles Kingsley. Another class of books that children should learn to enjoy is that of Burroughs and Thoreau—the sympathetic and literary side of nature study. Some of these, like *Birds and Bees* and *Wild Apples*, like the poems of Bryant and Whittier, have gone into our school readings as classics. Then there are the works of the masters of science, Huxley, Tyndall, Darwin, etc., which combine scientific knowledge and genius with literary power, and are great books for students and adults to read. It is now possible to make up a list of science books, one or two hundred in number, which would add greatly to the value of a school library. There is also a great need for teachers to be more abundantly supplied with these fuller and more inspiring sources of study as a help and guide in observation.

We have seen, thus, that, besides the usual reference-books such as dictionaries, cyclopædias, atlases, etc., there are four great groups or classes of books which need to be carefully selected and well represented in a typical school library.

1. The best permanent literary books suitable for children's study and reading. This, for general educative purposes, must remain the nucleus of any school library.

2. Historical stories, biographies, narratives, and histories.

3. Geographical readers and books of travel.

4. Books on the leading phases of natural science.

The extent to which such a library is well used is a significant test of the efficiency of our whole educational activity in the schools.

It will be seen from the preceding discussion that the purpose of the school, in addition to teaching children to read, is to give them a spirited introduction to the chief kinds of reading matter, to develop such tastes and habits of reading and consulting books that they will be disposed in their later years to make the best use of their power to read. The mere ability to read is of very little value; in some cases it is a positive misfortune, when the reading matter is vicious and the taste for such demoralizing books is cultivated. When the children are ready to leave school, their self-education will begin in earnest. One of the best things that the school can do is to launch people upon their independent life with a taste for good reading matter and a judgment sufficiently developed for selecting the right classes of books. The school library and the public library must furnish the chief opportunities for children in their later school years, and during the years which follow school life, for carrying out any plans of reading. The teachers and parents and the librarian, as far as possible, should come to an understanding and agreement as to what books they would recommend, and encourage children to read.

One of the results of the attention recently paid to good literature in our schools is seen in the growing disposition of parents and children to read and discuss the standard books together. Many of the more intelligent and thoughtful parents are willing to spend their evenings with their children, reading and interpreting such books as *Gulliver's Travels*, Hawthorne's *Grandfather's Chair*, the lives of Lincoln, Webster, and other Americans, the story of Ulysses, the stories of King Arthur, the Greek heroes, the Bible stories, and also the plays of Shakespeare, Plutarch's *Lives*; historical biographies, and other books of history and travel, as well as of geography and science.

It is not uncommon for teachers and principals of schools to call together the parents and explain the character of our reading matter, the selection of proper books for children,

and the advantages of parents reading with their children. There is, probably, no one thing that can accomplish more in making the home what it ought to be than such home readings of books which are recognized by all as among the best. Fortunately, the parents will be benefited as much as the children; for the books that we have had in mind are just as interesting and valuable to grown people as to children. They are books that do not lose their charm. Much has already been done in this direction; but vastly more must be done in the future. The home and the school properly working together can do a great deal in this way in creating a happy and healthful moral atmosphere, which is most favorable to the development of strong and symmetrical characters. What has been done, therefore, is only a beginning of what should be done all over this land and for the children of all classes in myriads of homes. But to accomplish this, libraries must be numerous and well equipped, far beyond anything which is common among us now. The public library, with its well-stored shelves of choice books, becomes as necessary as the schoolhouse itself. The librarian, trained and cultivated, should know as well as the teachers themselves what books are suitable for school children and young people. Librarians, therefore, should not only be experts in classifying and cataloging books, but they should be trained experts in estimating and selecting reading matter for educative purposes. Many of the professional libraries have already responded to this requirement, and a great deal has been done in some of our towns and cities, like Boston, Minneapolis, New York city, and smaller cities, to bring the public librarians into vital touch with school children during these years of educative growth and character-building.

A library should furnish a good collection of books in all the principal departments of study. In this way a child in the course of his education may widen out his knowledge and interests in many directions. For the sake of general, all-sided culture it is desirable that a child should be many-sided in his development, and yet a library may produce an excellent effect upon a child by giving him an opportunity for cultivating a strong liking for one limited class of books.

It is a great and successful stroke of education thoroly to awaken and interest a child in one branch of study, and to make him acquainted with a few of the masterpieces in this narrow field. This one enthusiasm may be enough to make a reader and student, while a child who has never acquired a taste for any one class of books will remain dull, and shallow, and commonplace. From this standpoint, a good library, even tho it be not very large, may contribute efficiently to the educational growth of a variety of students.

In fact, the library can do for the student what no school can do. It can furnish the opportunity for that fuller and richer study in any branch of science in which the student has become deeply interested. The school of necessity covers all branches of study with about equal or impartial care. It cannot go deeply into any subject. The best it can do is to open up the subject and develop a healthy and hearty appetite for that kind of knowledge. But the library can furnish just that broader and select material which can develop a strong and permanent enthusiasm. The school can do little more than awaken an appreciation for a few masterpieces of forensic literature; but the library should contain all the great speeches of Burke, Fox, Chatham, Cicero, Webster, Sumner, etc., where the boys who have a special taste for this kind of literature can find the best in abundance. The same is true for those who have a taste for history, or art, or the drama, or fiction, or biology.

THE LIBRARIAN'S SPIRIT AND METHODS IN WORKING WITH THE SCHOOLS

John Cotton Dana was born in Woodstock, Vt., in 1856 and graduated from Dartmouth in 1878. After some experience as an engineer and in the law he entered library work in 1889 as Librarian of the Public Library in Denver, Col., where he was instrumental in securing the organization of the N. E. A.'s Library Section and of the Committee of whose report the following article is a part. He has since served as librarian in Springfield, Mass., and Newark, N. J. His services to librarianship in insisting upon essentials, in his frank expression of impatience with all that is outworn and in his constant presentation of new points of view, have been great. He was President of the A. L. A. in 1895-96.

In recent years a good many elaborate investigations have been made, by teachers, psychologists, and others, of the reading of children; what books and papers they read; what kind they most enjoy; what books furnish them with good ideals; what ones seem most to influence their lives.

The replies to these questions have led to little in the way of definite conclusions. Few people can so frame a set of inquiries as to make the answers to them of value, even if those answers are clear and honest. Few teachers—and most of the inquiries have been made by teachers—can put a set of questions to their pupils in such a way as to get from them straightforward, unprejudiced replies.

Furthermore, the atmosphere of school, the wishes of principal and teachers, as expressed, for example, in courses

of study and in books for reading placed in the pupils' hands, or within their reach, all tend to influence the children in making their replies much more than one would at first suppose. If, for example, a large number of answers received from a number of different towns in any given state show that *Black Beauty* has been much read and greatly enjoyed by children in Grades 4 to 7, one may first conclude that *Black Beauty* is a book which appeals to the youthful mind thru its own unaided attractiveness; and that, if it stood on the shelves of an open library with many other good books for children, it would be one of the first books to be selected and read by a very large majority of those who used the library. Further consideration, however, probably calls attention to the fact that *Black Beauty* has, for certain definite reasons, been introduced into the schools of that state and vigorously pressed upon the attention of the children by school boards, superintendents, principals, and teachers, and that the children have by no means chosen it spontaneously. And so a careful examination of the influences surrounding the young people who have made answer to these many inquiries into children's reading shows that in every case little reliance can be placed on most of the conclusions drawn from them. As in other departments of child study, we have here as yet done little but illuminate our ignorance. This is helpful, of course; very helpful, indeed, if we recognize the light we get for what it is, and do not take it for something else.

From these inquiries into children's reading, however, and from kindred investigations made by those interested in child study in general, in experimental psychology, and the like, we seem to be able to draw a few very general conclusions, such as these:

That the time when the habit of reading is most likely to be formed is in the years from eleven to sixteen. That in the years from six to sixteen, and especially during the first part of the period, the influence of the teacher in determining the choice of books read may be very great. The teacher of average ability, it would seem, can, if she will, guide the choice and interest of most of her pupils.

From these facts, and from the like, generally admitted, fact that this period from six to sixteen is one in which tastes and habits in general are most easily and most commonly formed, and the general trend of life most seriously affected, we can conclude, further, that books can have, and do have, a greater influence for good or ill on the lives of most people, by affecting them when they are young, than we had supposed; and this influence, thru the teacher's guidance, can be made to work for good even more strongly than we have dared to hope.

This conclusion, vague and general as it seems at first to be, is of the greatest moment to the librarian. She commonly has on her shelves hundreds and thousands of volumes—rather hastily selected, not carefully examined—which she is handing out almost at random on every day to scores of young people who have little power of selection and will take—one must fear—the book that is full of the evil communications which corrupt good manners, as eagerly as the one which is wholesome in all its influences. She is busy. She has little time to put the right book into the right hands. She likes her library to be popular. She, perhaps, is impressed more by the quantity of books read than by their quality. If she is wise, she sees that for the educational work her library is trying to do, especially with young people, she needs the help of those who can give care and thought to the individual. She sees that the free public library should hasten, after equipping itself with the best obtainable material for children's reading, to interest parents and teachers in that material and persuade them to assist in guiding the reading of the children who borrow books. This means, in the present state of society, when parents take a very moderate degree of interest in the books their children read, that, as far as its work with young people is concerned, the public library must, if it would do good and not harm with its books, rely, to a very great extent, on the assistance of the schools.

The library can, no doubt, be of great help to the teachers; and much space in other parts of this report is taken up with suggestions to teachers of how they can get much of value out of the public library. But our report will fail in

one of its most important missions, if it does not bring home to many librarians, very strongly, the fact that, as far as its work with young people is concerned, it can do little without the sympathetic co-operation of teachers.

How, then, shall the librarian conduct herself, and how shall she manage her library in order to get from the teachers of her community the maximum of sympathetic co-operation, and be of the greatest possible assistance in the education of the young? These questions I have tried to answer, not fully, but in a suggestive way, by giving a brief statement of the equipment the librarian of an ideal library must have for this work and of the things that an ideal library may do in its co-operation with the schools.

THE LIBRARIAN AND HER EQUIPMENT

In establishing helpful relations between libraries and schools in any given community the things that are most necessary on the librarian's part are sympathy with the end in view and a broad appreciation of the particular situation. This sympathy and appreciation will lead to good work, whatever the conditions. The special knowledge and skill needed can be acquired in the doing.

Another very important qualification of the librarian, and perhaps the most rare, is a wide and sympathetic knowledge of books of all kinds, especially books for young people. This wide knowledge of books is not the product of a night, or of a week, or of a month, or even of a year of toil and study. It is a knowledge which is in large part not knowledge, but native talent; and the knowledge which goes with this native talent is acquired only by reading scores and hundreds of books with care and with interest.

The librarian, then, is and has been an enthusiastic reader. During the early years of her life, and especially from ten to fourteen, she familiarized herself, not as a duty, but as a pleasure, with the best of children's books; with the children's books we call classics. We call them such, not because they are necessarily the very best books that can be written or have been written for children, but because they contain expressions, characters, incidents, that are constantly reappearing in literature, and are interwoven with the life of the race. They are the books that have become

a part of the birth-right of every American child. They are alluded to and they are listed in large part in Mr. McMurry's section of this report. The librarian who did not know and enjoy these when young is poorly furnished for work with children.

The librarian understands library management. If she has had no technical training in a library school, or has not had experience in a well-managed library, she gets some of the books and periodicals mentioned elsewhere in this report, and reads and studies the subject and learns by doing.

She realizes that books are tools, are not sacred things, and find their best end in being worn out by reasonable service.

She is fond of children, is patient with them, and understands them. Experience in teaching for a few years would be of the greatest assistance to librarians who are trying to work with schools.

There are now in print—and a number of them are noted elsewhere in this report—many lists of books for children and teachers, several of them well annotated. Copies of these lists our librarians has at hand and is ready to lend, and makes use of them constantly in adding to her collection.

In the last twenty years a great many articles on the reading of children, literature for the young, and kindred subjects, have appeared in leading periodicals of this country, and a number of books, some of which are mentioned elsewhere in this report, have appeared on the same subject. These books, or as many of them as possible, the librarian studies herself and places with the teachers' books in the teachers' corner.

As the librarian's field of work widens, she discovers, first of all, if she is honest with herself, her own limitations in respect to the wide and intimate book-knowledge, already mentioned, and then she discovers it also in her associates, the teachers. It is inevitable, in view of the character of the preparatory training the average teacher gets, that in wide knowledge and keen appreciation of literature, and especially of literature for children, she should often be lacking. We have decided that books proper for children to

read are excellent things, and should be easily accessible to them. We have asked for them, and authors and publishers have supplied them. We attempt now to do with them the things we see should be done, if we are to get out of them that which we wish to get, and we discover that those to whom we must appeal to make proper use of them are themselves very lacking in knowledge of them. We are improving in this respect, but little has yet been done toward making the average teacher thoroly conversant with children's books, with making her such a reader of books as she must be before she can do with children the things we wish to have done. But the fact of the presence of the books themselves in libraries and schools, and the daily use of them, and the general realization of the possibilities in them, will bring about in a few years a vastly better equipment in this direction, in the teaching force as well as in the library force, than we have as yet had.

The librarian realizes that, after all, a collection of books, however good, however well-housed, however attractively arranged, is of little value, has little vital force, and does not count for much in the community, unless there is added to it the right kind of a librarian. A good librarian is more than half of a good library. Realizing this fact, she tries to live up to her opportunity.

While she feels that the most efficient allies in her work are the teachers, and while she feels that unaided by them she can do little for the vast majority of her young students and readers, still she does not at all relax her own vigilance. She keeps a watchful eye on as many of the children as possible; she lends only what she thinks to be the best of books; she is unceasing in her efforts to learn which are the best; she notes the character of the readers who ask for what she fears are books of doubtful value; she checks the story mania, where she can; she looks for opportunities to turn attention from better books to the best books; she does not think any habit is good so it be a reading habit; she keeps it in mind that books are for pleasure—but for the pleasure of a lifetime, and not of the day only; are for profit—but not profit in money only; are for knowledge—perhaps not for knowledge she can ever care for, yet good and use-

ful still: are for wisdom—but possibly not for wisdom as she sees it. She is always mindful that she is a public servant, not a ruler; that she is a counselor, not a faultless guide: that she is a student of books with the children as fellow-students, not a teacher who has already learned all that books can teach.

THE LIBRARIAN AND THE TEACHERS

The librarian has no special card for teachers, for she finds that by adopting a modern charging system she does not need to make distinctions between her borrowers. She can lend to any person six or sixty books as easily as one, and a special card makes a distinction which by those other than teachers may be thought invidious.

She has a teachers' corner in the library, and keeps there, with special books for teachers, copies of the best and latest pedagogical books and journals, and lends them.

She prints occasionally, and distributes thru the schools, brief statements in the form of circulars of what the library does with children, what it would like to do, how it helps teachers, and how it would like to help teachers.

She prints also from time to time brief selected lists of books, magazine articles, poems, speeches, etc., on special topics, like geography, American history, flowers, birds, Longfellow, Lincoln, Arbor Day. If possible, she prints these lists all in the same form on sheets of the same size, so that the teacher preserving them may keep and handle them with ease. These are posted on the bulletin board and freely distributed.

She forms a reading committee of teachers to help in selecting from the new, and old, publications the best books for young people, and in deciding what books it is best to supply in large quantities and to urge the children to read.

She takes note of teachers' institutes and the topics up for discussion in them, and she keeps watch of educational journals to see what problems are being discussed, and makes up lists and buys books accordingly.

She does what she can to induce teachers to add library departments to their county, district, or state associations, or at least to give up a portion of the time at the meetings

of such associations to the consideration of problems which touch her work.

She endeavors to have teachers, principals, and superintendents on the committees of her library, especially on those having to do with its general economy, arrangement, and selection of books. She makes the fact felt that her institution is part of the educational system of the community, is not something separate from the schools, but a part of them.

She visits the superintendent of schools, and the principals and teachers. She does not make of her work the opportunity to impress them with the fact that she has a "mission," and that she proposes to elevate the community by her books; and she does not insist that teachers generally are dull, if they do not at once make use of her library; but she tactfully makes it plain that her library is there to be used.

She meets with the teachers whenever occasion offers, and is ready to talk with them about matters in her field at all times.

She visits schoolrooms, where she can do it without seeming to intrude, and makes herself familiar with the teacher's work, its opportunities, its needs, and its limitations. She gets the courses of study used in school. She learns what books are already in the schoolrooms; what ones are used as supplementary reading; what, and how many, have been bought in sets; and in every way makes herself thoroughly familiar with the present resources of teachers and children in the way of books.

She always works in sympathy with, and with the full knowledge of, the superintendent, and in accordance with his suggestions and wishes.

She ventures, if teachers do not borrow voluntarily, to suggest to them that they can take books to their schoolrooms and see if they can make use of them there. This is not an easy thing to do, for unless the teacher is in sympathy with this work, to put books in her hands may be to waste good material. For the teacher who is beginning to use books in her daily work the simpler they are the better. Picture- and story-books, such as she can lend to restless

pupils, either for use in the schoolroom or to take home, are the best.

She looks up such a subject as geography, and by examination of the text-books used, and by talks with teachers, discovers what she can do to assist in making the subject more interesting. She finds, perhaps, that pupils call at the library for certain specific books, or for books on some special topic which the library lacks, and she equips the library well for such a call next time. She encourages teachers to borrow from the library for a few weeks, or a term, books on the topics in geography, or history, or science, which may be uppermost for the time.

She asks teachers and principals to give her in advance names of topics and subjects of study on which the children may ask for books later. She announces on her bulletin board that books on such and such a topic will be found in such a place, or are such and such books.

If one or two teachers begin to take an interest in the library and borrow books from it for schoolroom use, and their experiments are successful, the librarian lets this fact be widely known.

She does not forget that the teacher's occupation is very wearing; that the best teachers are often the busiest; and that it is the best teachers whom she most wishes to interest. The teacher must keep her children to the course of study as it is laid out; and no matter how flexible that course may be, still it is true that to do the things that must be done each day takes nearly every moment of her time. Opportunity to do the work with children suggested in this report is not easy to find. The wise librarian is not discouraged, therefore, even tho most of the teachers she attempts to interest are slow to take up with her suggestions.

As soon as the time is ripe and her supply of books permits, she lends them to interested teachers, in groups of ten to fifty, to put into their rooms as schoolroom libraries. The school authorities may, of course, supply these schoolroom libraries themselves. It is perhaps better, however, that they be supplied by the library. In the library will usually be found the best collection of books to draw from, and the most skill in their handling. The schoolroom library

is to be used just as are the books the teacher may have of her own or may have secured from the library for her desk. She uses them either for reference work, or lends them to pupils to take home. If she does the latter, then the schoolroom library is in effect a branch library; and the schoolroom library, under the supervision of the teacher, is the ideal branch library for lending books to young people. The teacher with forty pupils and fifty books, the latter changed from month to month as she may choose, and as the wishes of her pupils may indicate, can with little difficulty put the right book into the right hands time and again, when the librarian, with the best intentions in the world, finds it impossible to do more than supply each child's request, without regard to the fitness of that request.

The librarian hears it said not infrequently, by librarians, that teachers ask more and are more exacting in their requests generally than any other class of library patrons: but she says that it seems proper that this should be so. She is glad that they make use of her library. She is glad that they make complaints, and is not disturbed by them. She discovers that their demands are generally not so much in the spirit of fault-finding as in the desire to get out of the library all that can possibly be got. And she encourages, rather than discourages, the asking spirit in all the teachers with whom she comes in contact.

THE LIBRARY BUILDING, OR ROOM, AND THE CHILDREN'S DEPARTMENT

The building for an ideal library, or the room in which it is placed, is simple in the extreme. The best arrangement for a small library is one large, well-lighted room without partitions. The cases are low, and are set sufficiently far apart to allow several people to pass between them at once without crowding. The tables and chairs are near the books. If a corner for work is needed, it is separated from the rest of the room, not by a partition, but by a light rail. The desk is near the entrance, and the visitor having passed this desk is literally "in" the library and among its books.

A corner in the library is given up to children. The children's books are here arranged in classes, just as are other books in the library, and with the same marks. Stories

and books on other subjects are not ordinarily shelved together in one series, tho for some special purposes or occasions they may be so arranged.

The cases for children's books are low, not over five feet high, and lower still would be better, and the books are not put lower than two feet from the floor. This gives two or three rows of books one above the other, at the utmost, and prevents crowding among those who are looking them over. The lower the cases are, the easier it is to keep watch of the unruly and noisy. Furthermore, if the cases are low, the tops of them serve excellently for globes and vases, and any articles of interest one may wish to put there.

There is a globe in the children's corner, and a place to hang up a large wall-map, which is changed from time to time.

On the walls are pictures attractive to young people, preferably in colors. These pictures are such as one would wish to have in the school-room. They are large and broad in treatment.

A bulletin board in or near the children's corner has on it lists of entertaining books—general lists, lists on special topics; pictures, sometimes of a general nature, sometimes having to do with one subject; a set of pictures of animals, or birds, or great buildings, or eminent men. The same bulletin board holds, in large type, an occasional sentence or verse of poetry, such as experience shows children are attracted by and are fond of learning.

THE LIBRARIAN AND THE CHILDREN, AND THE CHILDREN'S DEPARTMENT

The librarian makes the process of getting a borrower's card at her library very simple for the young people. She, perhaps, thinks it wise to insist that the card be signed by a parent, not so much to protect the library as to engage the interest of the parents in what the young people read. She does not feel, however, that this is essential. She surrounds the process of the signing of the name, the giving of the card, and the presentation of a slip containing library rules and information, with sufficient dignity to make it seem of importance to the children.

She keeps her library immaculately neat and clean, and trains the children to help her in this work, establishing a library league for this purpose, if possible. It takes time and patience to lead children to keep in order the books they themselves use, but it is not impossible and is worth the doing.

She notes that the weak points of American children are not timidity and nervousness. Still, she realizes that many of the children, perhaps those whom it would be best worth her while to assist, are shy about visiting a new place, and are slow to ask questions. She meets such individuals more than half way.

The children's department is made especially strong in entertaining stories, the children's classics already alluded to being first chosen. It is far better to purchase a large number of duplicates of each of fifteen or twenty standard books that children read than it is to scatter the money they would cost over the whole field of children's literature and buy a large amount of inferior stuff.

The librarian has investigated the subject of children's reading for herself, and has come to the conclusion, as have all others who have given the matter serious attention, that in the children's corner in the public library, or in the schoolroom library, or in the library in the school building, or in any collection of books anywhere to which children are to have access, low-grade books, no matter how popular they may have proved themselves to be, are not needed in order to attract children; and that poorly written, unreal, fourth-class, silly stuff is not needed as sweetmeats and temptations to draw children to a collection of good books in an attractive library.

She learns from talks with teachers whom she has interested in the subject that the reading of wholesome children's books does not, save in very unusual cases, distract the minds of the children from their studies. She learns, on the contrary, that the bright children, the well informed children in the schoolroom, are the ones who are most likely to be eager and wide readers at the library.

With the children's books she puts the books suitable for reading aloud to children by parents and teachers. It is

difficult to draw the line definitely between these two classes. In selecting the books suitable for young people it should be borne in mind that there is much good literature which children themselves will not read, but like to have read to them. Some of this literature can very well be put with the books the children like to read themselves.

The reference-books for children in their own department are not many in number and are simple. One or two encyclopædias, an atlas, a dictionary, and a few sets of periodicals, like *Harper's Monthly* with its index, and *St. Nicholas*, serve better than more elaborate books.

The librarian, while supplying a special corner for children and giving them there easy access to the books adapted to their wants, does not forget that an important thing in education is ability to use a large library to advantage. She encourages, so far as the arrangement of her room permits, the use of the main library by young people. She tries so to train them, or help them to train themselves, that they are not lost or dazed in a large collection. She helps the very young people to make use of the laboratory method in the library, as science teachers lead them to use it in physics and chemistry. She finds that children quite quickly catch the spirit of investigation, the spirit of the seeker after truth, and thus become students in the best sense of the word.

To help the children to make use of reference-books she calls attention to such helps as tables of contents, page-headings, indexes, and bibliographies. She gives them an opportunity to consult encyclopædias and dictionaries of varying character. She encourages them to study by topics.

So far we have spoken of books on their artistic, literary, general-culture side; the side which, for the younger children at least, must always remain the most important. But there is another side, distinct still from both the "culture" side and from the scientific side, with which the zealous librarian must acquaint herself, would she do her best work, especially with children who have reached the ages of sixteen to eighteen. This is the purely utility side. There is no calling in life, from brick-laying to architecture, from shoe-making to railroad-building, that does not have the results of latest experience and observation in regard to it

set forth in periodicals and books. These periodicals and books are more or less accessible in every public library. The majority of boys, about ninety-five out of one hundred who attend our schools, are on their way to some manual, semi-manual, or clerical calling. They will be able to equip themselves better for their calling, whatever it may be, if they make themselves familiar with its literature. The humblest workman in the humblest occupation can adapt himself better to his work, and will have a better chance of advancing in it, if he reads up to it. This is an aspect of printed things which is rarely touched upon in the schools. The sympathetic librarian, as she sees boys grow to young manhood under her eyes, will watch their tastes and inclinations where she can; will note the occupations they are likely to enter, and direct them to the utility-literature of those occupations.

The librarian makes a collection of pictures, saving therefor old periodicals that are well illustrated, and making requests for old numbers and back volumes that are past other usefulness, to be used for their illustrations. She gets together and mounts on cardboard collections of designs, of pictures illustrating the work of different artists, of pictures to be used in geography and history and science study. These she arranges in groups, hangs on her bulletin board, and lends to teachers one at a time or many at a time.

THE SCHOOL AND THE LIBRARY—THE VALUE OF LITERATURE IN EARLY EDUCATION

In the address quoted below are a number of reports made by teachers in answer to specific questions with regard to both general and supplementary reading, its effect on the pupil's studies, and the aid given by reading to school discipline. The writer, Mr. Crunden, was one of the first to introduce active co-operation with city schools into a large library and was always one of its most earnest advocates.

Frederick Morgan Crunden was born in Gravesend, Eng., in 1847 and died in St. Louis, Mo., in 1911. He was brought to this country in infancy, graduated at Washington University, St. Louis, in 1868, and after teaching in the public schools of that city and holding a professorship in his Alma Mater, became in 1877 librarian of the St. Louis Public School Library, then a subscription institution of a dozen years' standing. His efforts made it free to the public and transformed it in 1893 into the St. Louis Public Library, supported and operated under liberal state legislation. He was one of the earliest members of the American Library Association and served as its president in 1890.

I have some hesitancy in presenting to a gathering made up of progressive educators a thesis on the value of literature in education and the benefits to be derived from the co-operation of school and library. I feel that I may be regarded by some with the amused compassion that an East

Indian or Chinese audience would bestow on a speaker who should come forward with an elaborate argument to prove the value of rice as an article of diet. It was not so, however, twenty-five years ago, when I began to talk on the subject. Most teachers then regarded story-books—any books but text-books—as a distraction—a hindrance to class progress and an interference with school discipline. I fear there are some who still hold the same view; but the number, I am glad to believe, is not large, and is rapidly diminishing. I know how hard pressed teachers are to keep their classes up with the schedule; and if they decline the co-operation of the library, it is because they look upon this as another weight added to their overburdened shoulders. But this is like the mechanic who works away with blunt tools because he hasn't time to sharpen them.

At the present day, to say that the library can be made helpful to the school is to state what seems to us an axiom. But "axiomatic" is, after all, a relative term. What is axiomatic to one person may not be to another of different experience. I remember that it once took me several weeks to impart to a student in geometry a comprehension of and a realizing belief in the axiom, "Two things that are equal to the same thing are equal to each other." Now, my experience as pupil and teacher long ago made the value—the necessity—of literature in early education a self-evident proposition. Long before I read the statement in Sully's *Psychology*, I knew "that the habitual narration of stories, description of places, and so on, is an essential ingredient in the rudimentary stages of education. The child that has been well drilled at home in following stories will, other things being equal, be the better learner at school. The early nurture of the imagination by means of good, wholesome food has much to do with determining the degree of imaginative power, and, through this, of the range of intellectual activity ultimately reached."

In his last novel, *That Fortune*, Charles Dudley Warner criticises an exclusively text-book training in a dialogue between two young men in college. One had come up thru all the regular grades and had entered college from a first-class fitting school; the other, thruout an unsystematic course

of instruction, had enjoyed the run of a good library. The variety and extent of the latter's information is a subject of constant admiration to his better-schooled classmate, who closes the particular conversation referred to by exclaiming in a tone of vexation: "Well, I might have known something too, if I had not been kept at school all my life."

Yes, we have changed, not *all* that, but much of it. For a new agency has, within a very few years, extended its influence all over the land. The agency I refer to is the co-operation of the public school and the public library. I believe that a majority of teachers now realize what forty years ago was understood only by the most advanced—that the free and joyous activity of the child which is called forth by literature lightens the task of the teacher and is of incalculable benefit to the pupil. To such a teacher of forty years ago I owe the honor of standing before this distinguished audience. To such a teacher of more than three hundred years ago Queen Elizabeth owed her scholarship and her love of learning. Roger Ascham agreed with his friend Wotton that "school should be a place of play and pleasure, and not of fear and bondage." I know such schools today. Their pupils do not make any less creditable showing in schedule work because they enjoy their hours in school—because they at times go, by the teacher's invitation, to visit fairy land, and are allowed to wander at will in the flowery fields of literature.

It is early in the evening, and I don't see anybody sleeping; but I am going to adopt the plan of the preacher who, along about "ninthly," perceived a number of his congregation quietly slumbering in their pews. Choosing a passage from Scripture containing a repetition of the word "fire," he shouted out that word so loudly that all the sleepers awoke, and one or two started for the door. I am going to shock some of you by a strong statement relating to the power of literature to expand the mind and to develop mental muscle. I took it from the lips of a prominent educator—a teacher whom many of you know personally, and probably nearly all know by reputation. Speaking of the relative value of literature and arithmetic, that *bête noir* of the American school (in wrestling with which, you remember, President Eliot says

we waste so much time), my friend gave his views in about the following words: He said he would take a boy of fourteen, of average intellect, whose mind had been developed from earliest childhood by reading the best books, but who had never opened an arithmetic or had an hour's set instruction—who, in short, knew nothing of numbers except what he would inevitably pick up—he "would take such a boy and would guarantee to teach him in six weeks all the arithmetic he need ever know, and as much as he would learn in six years of school instruction."

If you think this too strong, remember that the words are not those of a librarian, but of a teacher. If you all admit that it is largely true, it would seem unnecessary to say more. But there is no blinking the fact that there still are teachers who stick to the "three R's" and the schedule with the same unswerving loyalty that the Honorable Bardwell Slote showed for "the old flag and an appropriation." To these, and to others who are half persuaded, I direct my argument, hoping that, thru publication, my remarks may reach a larger audience and one more in need of enlightenment than are teachers who show by their attendance at this convention that they are among the progressive forces of education.

As "an ounce of Vinland is better than a pound of cosmography," let me tell, briefly, what has been done in St. Louis in this line of work, premising, first, that we have had a free library only the last seven years, and that we have been greatly hampered by lack of funds, so that our plans were hardly in fair operation till this last season.

We have now two hundred and sixty-nine sets of books for circulation in the schools. Each set consists of thirty copies of a book carefully chosen for a certain grade. It is better to send thirty copies of the same book than thirty different books, for two reasons: first, because it enables the teacher to have class exercises; second, because the interest of each pupil is greatly intensified when all his classmates are reading the same book. It gives them all a common subject of conversation, an edifying topic to supplant the vulgarities of boys and the inanities of girls. And this is one of the incidental benefits of literature in the school, which is of no small importance.

These sets of thirty are sent to schools on request of their respective principals, to be kept two weeks, with privilege of renewal for two weeks more. At first we sent the boxes on a regular round thru the schools, but changed the plan when we found that in some schools the books were never unpacked. The books may be used in any way the teacher prefers—either in school or at home. We began with the youngest children, supplying to the first grade *Caldecott Picture Books*, illustrated *Mother Goose rhymes*, *Little Red Riding Hood*, *Jack and the Bean Stalk*, etc. These were followed by Scudder's *Fables and Folk Stories*, *Hiawatha Primer*, McMurry's *Classic Stories*, and similar books, going gradually upward thru these stages: first, nursery rhyme and picture-book (which could be, and by at least one principal were, used in the kindergarten); second, the fairy tale; third, the myth; fourth, the mediæval legend; and so on to biography, history, and drama, culminating in Shakespeare's plays for the eighth grade, with striking biographical and historical episodes and nature studies and stories inserted all along the line where they were likely to be understood and enjoyed. I wish to emphasize "enjoyed." That should be kept in view as the immediate object of this reading. Let it be ignored, and the ultimate end is made more difficult, if not impossible, of attainment. There was a very natural preference on the part of many of our teachers for "collateral" reading, that is, reading that has a direct bearing on school studies. There was a disproportionate call for such books as Coe's *Modern Europe* and Carpenter's *Asia*. To meet this call fully would, I fear, cut out many books of sheer delight—such books as will inculcate a love of the best reading and lead to the gathering of vastly greater information than can possibly be obtained during the few years of a grammar-school course. Don't try too often to palm off semi-disguised text-books on the children. Don't frighten your fish with a bare hook. Library books should, as far as possible, be dissociated from lessons and task work. Let them be as informing as may be, but they should stand primarily for pleasure and inspiration. The sets that have found least favor are those on science and that excellent

series, the *Heart of Oak* books—the latter presumably because they lack illustrations. The favorites during the past years were *The Prince and the Pauper*; *Hans Brinker*; *Stories from Homer and Virgil*; *Old Greek Stories*; *Old Stories of the East*; *Adventures of a Brownie*; *Little Lame Prince*; *The Lang Fairy Books*; *In Mythland*; *Stories of the Red Children*; *Scudder's Book of Legends*; *Lobo, Rag and Vixen*; and *Swiss Family Robinson*. Ninety per cent. of the work thus far has been done in the lowest grades.

Of our grammar schools thirty-three made constant use of these sets, twenty used them occasionally, and thirty-three made no use of them. Most of these last are outlying schools, to which the library was unable to send the traveling sets, while some reported that they had a sufficient supply in the books furnished by the board of education. Fourteen schools—among those mentioned above as too far distant to be supplied with the traveling boxes—were made depositories, or branch libraries, with as many as fifty volumes to each room. Six night schools, also, were supplied with sets of books. Thru these agencies a total of 119,708 volumes was issued during the school year—nearly double the number of the previous year. If the library can provide the books, I believe the issue will show an equal ratio of increase next year.

"Well," the skeptic may say, "what of it? Suppose the children did read so many story-books? What does it signify?"

I have already quoted Sully as to the value of this reading. Let me give a few extracts from reports made by our teachers. These reports contain answers to three specific questions:

1. What value do you attach to literature and supplementary reading in connection with the school curriculum?
2. What effect has the general reading done by the pupils of your school had on their progress in their studies?
3. Do you find the books supplied by the library an aid to discipline?

A few replies must serve to illustrate the general tenor of all.

I.

1. The cultivation of a taste for good literature should be,

it seems to me, one of the chief aims of the school curriculum. The development of a higher morality and a truer culture and refinement—which, after all, is the final aim of education—can best, and perhaps only, be accomplished by the encouragement of a closer and closer acquaintance with our best literature. I attach to well-directed general reading as high a value as to any subject taught in the schools.

2. Its effect upon the progress of the children has been daily more apparent. It has given information which has been helpful in all of the studies, especially geography and history; and the language of the children has been greatly improved.

3. I consider supplementary reading as good in itself, and, therefore, cannot regard with favor the conscious use of it as a means for maintaining discipline. Nevertheless, like any subject which thoroly interests the children, it leads them into voluntary application, and so assists in cultivating that spirit which, in the end, eliminates the problem of discipline.

II.

1. The literature furnished by the public library has been of incalculable value. It has supplied us with the larger part of our material for oral reading. It has been the basis of most of our oral language work. It has been both the inspiration and the basis for most of our composition work. The books taken into the homes from the school have been helpful to the entire community.

2. Much of our reading has been very helpful to the language work, geography, and history.

3. It is a very great aid in discipline, both directly and indirectly. Indirectly, thru effect upon character. Directly, by giving pupils something they love to do.

III.

1. Of immense value to all our pupils, but especially to the poor child that can attend school but a very few years.

2. Assists their progress in their studies, awakens and deepens their interest in the subject, adds to thought and information, and changes dry studies into the exchange of ideas, the answering of aroused curiosity, and fixes facts more permanently in the memory.

3. The books supplied by the library are an aid to discipline. They change the current of pupils' thoughts, and put them in a better and happier state of mind—more conducive to study and improvement.

IV.

1. The literature furnished by the library has put a life into the reading exercise that it didn't have before. It has made reading the principal study in the course.

2. It has been of great advantage to pupils, has made them enjoy the exercises, has increased their fluency, has brought them to know books and to want to find out about others.

3. Yes, an aid to discipline, decidedly. Pupils are interested in the exercise; consequently they are attentive and orderly.

V.

1. Great value.

2. Broadens the pupil and gives him greater interest in his regular work.

3. Anything that awakens a child's interest aids in disciplining him. When the child becomes sufficiently awakened to realize his own interest, the necessity for discipline is largely removed. This supplementary reading has had that effect. I consider it a great aid.

VI.

I consider the literature in the supplementary readers of great value in obtaining fluency, a working command of good language, and cultivation of the imagination, not supplied by any subject in the course of study.

It is very helpful in discipline—lessening, indeed, the need for discipline.

VII.

Here is a brief extract from another letter:

There can be no doubt of the helpfulness of the public library reading sets in the school. It is the universal experience with us that pupils who do most and best supplementary reading succeed best in all of their work. Most of the difficulty experienced by the children in the study of arithmetic and geography, for instance, is due to their inability to read the subject-matter correctly. This defect is largely removed by the aid of supplementary reading.

VIII.

I prize very highly the supplementary reading in connection with the school curriculum.

The general reading has caused their minds to grow and broaden and deepen, enabling them to comprehend more readily the ideas conveyed by the printed page.

IX.

A principal of many years' experience writes:

One of the greatest blessings conferred on children is providing them with abundance of judiciously selected supplementary reading. The enlargement of the horizon around the child, the increasing of his vocabulary, the encouragement to go to the fountain-head and there drink more deeply at the great source of supply—the public library—all follow in natural order.

I believe discipline grows easier from year to year. The abundant supply of reading matter to be taken up as soon as lessons are learned has contributed largely to this result.

I asked some of my most competent assistants their opinion of the value of books from the library. The reply was: "Look at the faces of the pupils as they are using the books. See how absorbed they are in following the story. The book is new to them. All the charms of novelty gather around the subject."

X.

The head assistant in the Columbia School sums up by saying:

Supplementary reading, especially in the lower grades, is worth all the rest of the school work.

The St. Louis school in which most reading is done is the Columbia. It goes without saying that it is one of the best schools in the city. At my request, the principal, Mr. Charles L. Howard, furnished me with a general statement of his views on the educational value of literature, and the methods by which it is made the chief feature in his school. I should like to quote the whole of his report, but, not to overrun my time limit, I must content myself with a few extracts:

We make no parade of "literature work" or of supplementary reading. The latter term is a misnomer; it is misleading; what others term supplementary reading in my school is *the whole thing*. We have two forms of reading at the Columbia School. First, a form of class work, in which the material for use has come to be selected on a basis of interest, and what appears to be a natural appreciation of the Herbartian theory of the culture epochs. After the second grade or year there is no teaching of reading lessons, in the ordinary use of that term. There is no preparation of reading lessons for recitation. Generally each class in a given grade reads the list of books given as available for its grade—sometimes less, oftener more. Sometimes a third- or fourth-grade class reads *Evangeline*, *Miles Standish*, *The Merchant of Venice*, or *Julius Cæsar*, with exquisite satisfaction. I have seen a second-year class enthusiastic over the *Pied Piper* and *Horatius at the Bridge*. [Let me interject here that I have seen children not yet in the first grade enjoying these same poems.] Things are read as *wholes*. For no one ever reads Cassius' plea with Brutus, then runs off to find the whole play; but generally one who reads *The Merchant of Venice* first turns again and again to the court scene. These books have generally the characteristics of the classics; and

so we know that from pure interest our pupils do a vast amount of valuable reading, from which they get facility in reading, a vast store of useful information, broad views, independent notions, and an acquaintance with the material which, molded in the master-mind, gives beauty, grace, vigor, and endurance to the best literature.

The second form of reading in the school relates to the use of miscellaneous books independent of the school work. In this connection reading is encouraged, but no supervision of it is assumed.

About six hundred pupils in the school have tickets in the public library. They appear to be in constant use.

In 1898-99 we collected reports of "outside readings." In eight months seven hundred pupils reported something over ten thousand books read. They were mostly what I should call for myself "good books." . . . The most pernicious books come into the hands of children thru the suggestion of well-meaning people who are ignorant or thoughtless of their influence—such books as set up false ideals, inflame feeling, discolor fancy, and distort judgment; the kind of books that used to abound in Sunday-school libraries. The real value of this work cannot be told. The influence is mainly realized in conduct and character.

Our friends are sometimes disturbed over the freedom in our work; but it is observed that the freedom allowed naturally secures a basis of interest which tends to make the reading thoughtful; that those who read most widely accomplish most in other forms of school work; that the effect upon conduct is most salutary, showing in no case a bad result from the reading habit; that the ordinary nature-study books do not appeal to children strongly enough to secure voluntary reading as wholes; that the "classics" tend to supplant everything sensational or weak; that natural children make as few errors in selecting for themselves as their elders make in selecting for them; that the "bad" books generally appear but once; that a book is on the whole good or bad as determined by the attitude of the mind toward it.

An interesting experiment in the teaching of literature was tried in the St. Louis High School the past season. A full account of methods and results will be given before the Library Department by Mr. P. M. Buck, who had charge of the work. I will merely say that the public library supplied to the high school about five hundred volumes, in multiple copies, of the best American and English authors of the century, seven hundred cards were issued to the pupils, and more than twelve thousand volumes were drawn by them.

We see, then, that a consensus of the St. Louis teachers who have welcomed the aid of the library is that general reading is "helpful in all the studies;" that it possesses "as high a value as anything taught in the schools," while two teachers consider it "worth all the rest of the school work;" that it is "of immeasurable value to all pupils, but especially to the poor child;" that "pupils who do most and best supplementary reading succeed best in all their work;" that it is "a great aid to discipline directly and thru effect on character;" that "it puts children in a better and happier frame of mind—more conducive to study;" that "its influence is mainly realized in conduct and character;" and finally that "the books taken into the homes have been helpful to the entire community." Could we ask for anything more? Promotes progress in all studies! Aids discipline! Improves conduct and forms character! And, lastly, reaches out into the homes and educates parents and older brothers and sisters.

And, now, as a climax and summary to this testimony from teachers, I must quote, tho it be for the *n*th time, these words of President Eliot:

From the total training during childhood there should result in the child a taste for interesting and improving reading, which should direct and inspire its subsequent intellectual life. The schooling which results in this taste for good reading, however unsystematic and eccentric the schooling may have been, has achieved a main end of elementary education; and that schooling which does not result in implanting this permanent taste has failed.

In that thoughtful and stimulating essay, *Culture without College*, Dr. Gannett gives as the three great agencies of education, "the three chief teachers—work, society, and books." This cannot be disputed; but as to the order of the instrumentalities named—while they are to such great extent reciprocal and interactive—I am inclined to think that, for the great mass of children, books, if brought into their lives early enough and constantly enough, may easily be made the controlling influence; for the standards and ideals obtained from good books will largely determine both companionship and kind and quality of work. Ignoring the other two factors

creates, as Dr. Gannett says, a dwarf; and if the bookish education is "mere text-book education," the result is a "dwarf of a dwarf." The influences of our active life tend to reduce to a very small number the first tribe of pygmies; and the recent development of co-operation between school and library promises, in a short time, the extinction of the latter-minified manikin.

To determine the value of the library, or of any other educational agency or adjunct, we must agree upon *what is education*—we must decide what it is we seek to do for the child in giving him "an education." Do we—*can we*—send out *educated* boys and girls from the grammar school at fourteen, or from the high school at eighteen? Can we do more for them than teach them how to read and make reading interesting to them? It is for these, the 99½ per cent., I speak. As to the 3/5 per cent. of college graduates, if they have been started right, they need give us no concern.

What, then, is the purpose of education? One purpose is to enable the boy to make a living. Yes, but very little suffices for that. I have known men scarcely able to read who had much larger incomes than any of us. To make good citizens. Unquestionably that is what most concerns society. It includes, of course, ability to make a living and much more. But how is the ordinary school curriculum to fit the child for the duties of citizenship? How is he to grow morally strong on an exclusive diet of text-books? How can a knowledge of the capes and rivers of Asia, of the tables of Troy and apothecaries' weight, and of other useless and uninteresting facts give the child any idea of his rights and duties as a social being? What nurture for the imagination—which is so necessary a first step in mental awakening—what nurture for the imagination does the child get from hours spent in finding the greatest common divisor and least common multiple? I speak feelingly of this particular grind, for I recall many tedious hours wasted on it. My little boy of five and a half got more mental development from having Stanley Waterloo's *Story of Ab* read to him three or four times than I did at twice his age out of many weeks of tiresome work over the greatest common divisor and the least common multiple. And to this must be added the intense

enjoyment the story afforded—and, above all, the desire for more knowledge which it awakened.

It is not necessary to discuss the question whether pleasure is the chief end of life, but we must agree that a life which has known no pleasure is a blighted nubbin, a stunted tree, a sorry spectacle. In every human soul there is an insistent demand for pleasure in some form. This cry is most clamorous in childhood. With the child, indeed, pleasure is the mainspring of action, the central object of desire. Shall we check or ignore this longing for the joy of life when it takes the form of a thirst for knowledge, of a craving for high companionship, of the fresh soul's aspiration toward the ideal? And is there any greater pleasure to the child who has been early led to a liking for literature than to lose himself in the pages of a fascinating book? I have known more than one healthy, active-bodied boy who had not yet learned to read, who would gladly leave a game to listen to a reading from such a book as *Hiawatha*, *Tanglewood Tales*, or *Stories from the Fairy Queen*. Pleasure is essential to the young life. Without enjoyment it cannot blossom, but is blighted and withered like a plant without water. If, then, we take no account of the culture and inspiration of literature, if we regard it merely as a means of pleasure, we cannot deny it to the child. We owe it to the nation, which intrusts us, as educational experts, with the development of its children; we owe it to our high office to see that this elevating pleasure early enters into the lives of the young people committed to our care. If for no other reason than the substitution of higher for lower, of intellectual for physical enjoyment, it is our duty to inculcate in our young charges "this habit of reading," which, as Anthony Trollope says, "is a pass to the greatest, the purest, the most perfect pleasure that God has prepared for his creatures."

We can recall incidents of our childhood which illustrates the various sources from which pleasure came to us; and we find the emotional life of a child charmingly pictured in Pierre Loti's *Romance of a Child*. This little book shows how objects and events, striking from their brightness, their somberness, their horror, or even their mere suggestiveness, make instant and indelible impressions on the super-sensitized

plates of the young mind. Now, every boy and girl cannot be brought up in a country house with a pretty garden containing old fruit trees and a fountain, with views of magnificent sunsets across field and marsh and sands to a stretch of the illimitable ocean. Not every boy has a forest to roam thru in summer, or an island with its novel life to enjoy. Not every embryo man, like the hero of Edith Lanigan's charming sketch in the January *Atlantic*, finds in his father's library the means of aerial trips to all countries and ages, personally conducted by the most affable and entertaining guides. But every boy and girl can, and should, be supplied by school and library with voyages to all lands, with cinematographic views of man's upward progress, with mental pictures of forests, seas, and islands—famous islands such as Treasure Island and Crusoe's island; vast forests inhabited by pygmies and gorillas; seas of Sinbad and the Maelstrom and the Ancient Mariner. Above all, every child should be furnished with winged cap and shoes that will bear him to the realm of fancy and fairy land. Every child should be introduced, not only to Alexander and Hannibal and Cæsar, to Franklin and Washington and Lincoln, but also—and—earlier—to those even more interesting, those fascinating personages, Little Jack Horner, the Three Bears, and Cinderella; Quicksilver, Perseus, and Ulysses; King Arthur, Sir Lancelot, and the Red Cross Knight; Christian and Robin Hood and Mowgli. All this the school and the library, working together, can do for the children of the nation. Especially to children of narrow home horizon, of sordid, and perhaps vicious, surroundings, are we called upon to give glimpses of the great world into which they have been born, some conception of the heritage which they may claim, and of its cost to countless generations in blood and tears, in sorrow and suffering. We can fill the white tablets of their minds with beautiful pictures which will cheer them thru life; we can impart to them an ambition and a determination to make the most of their powers; we can implant in their souls ideals which will lead them away from sordid desires and base pursuits, and make them better citizens of the republic. Is not this the purpose of education?

When I say "we," I mean teacher and librarian. The librarian alone cannot do it. And, let me add, the teacher can never reach this goal with the text-book for his only staff. A farmer might as well hope to raise fine horses and oxen on an exclusive diet of dry oat straw or corn shucks.

Achievement and character are based on the ideal. Whence is the child to gain high ideals? For the average child there is but one source—the lives and utterances of the idealists of the world—the dreamers, the prophets of all ages. They will teach him what education is, what character is, and how precious it is above all things. They will teach him that the total of philosophy is not summed up in Iago's "Put money in thy purse;" that he may gain wealth and be impoverished in soul; they will show him that he may master science, but that "the measuring rod of science can never measure the ends of living;" they will make clear to him that "though he speak with the tongues of men and of angels, and have not love, he is as sounding brass or a tinkling cymbal." As a citizen, too, he will realize that it is not prosperity, "it is not piety but righteousness that exalteth a nation." While possessed of the spirit of righteousness, he will not be devoid of piety. He will have the all-pervading piety that Dr. Harris speaks of—"the piety not merely of the heart, but the piety of the intellect that beholds the truth, the piety of the will that does good deeds wisely, the piety of the senses that sees the beautiful and realizes it in works of art."

My friends, as I said in the beginning that it seemed a work of supererogation to urge co-operation of school and library before this body of alert and advanced educators, so, in conclusion, I must offer the overpowering importance of the subject as my excuse for giving final emphasis to a thought which I hope is never wholly absent from our minds and is the guiding influence of our lives—the supreme importance of the work intrusted to us. As Wendell Phillips said: "*Education is the only interest worthy the deep, controlling anxiety of the thoughtful man.*"

In Louise Jordan Miln's *Little Folk of Many Lands* I find this striking presentation of the thought I wish to leave with you in closing. As she and her father were seated on the

Italian seashore one day, "he pointed to the half-clad children playing near. 'There is nothing in all the world so important as children,' he said, 'nothing so interesting. If you ever wish to go in for some philanthropy, if you ever wish to be of any real use in the world, do something for children. If you ever yearn to be truly wise, study children. We can dress the sore, bandage the wounded, imprison the criminal, heal the sick, and bury the dead; but there is always a chance that we can *save* a child. If the great army of philanthropists ever exterminate sin and pestilence, ever work our race's salvation, it will be because a little child has led them.' "

PUBLIC LIBRARY BOOKS IN PUBLIC SCHOOLS

The year after the issue of the N. E. A. report mentioned on page 18, the librarian of the Buffalo Public Library published a description of the methods then used in his institution to co-operate effectively with the local schools. These methods had even at this time attracted wide attention and they have since served as models for other libraries and other school boards.

Henry Livingston Elmendorf was born in Brooklyn, N. Y., in 1852 and educated at the Polytechnic Institute of that city. He entered library work as an assistant in the Gardner Sage Library at New Brunswick, N. J., was librarian of the St. Joseph, Mo., Public Library from 1891 to 1896 and took charge of the Buffalo Public Library on its formation by the reorganization of the old Buffalo Library in 1897. This post he held at the time of his death in 1906.

As has been stated, the only defense of compulsory tax support of the free public library is that it makes, or aids in making, good citizens. If this be the purpose of the library, there will be no difference of opinion on the proposition that its influence should begin with the child as young as possible. It will not be disputed that as the children are brought together in the public schools in larger numbers than in any other place or manner, and under the most favorable conditions to receive instruction, in fact, for that very purpose, the library should not fail to take advantage of this oppor-

tunity to bring its influence to bear. It follows then that the relations between the school and the library should be as intimate, and their co-operation as perfect, as possible.

The free public library is comparatively a new factor in education. In some cases it is an outgrowth of the public school library, and under the control of the board of education. This system of control has not always proved a happy one for the library, because the education of children is not the only function of the public library, and when the entire aim of two institutions is not identical, co-operation is better than unification. In many more cases the superintendent of public instruction is a member of the board of control of the library, either *ex officio*, or by election. This is as it should be, but the connection should be made still closer by appointing the librarian a member of the school board. Each institution would then have representation in the board of control of the other, and each would be represented by its executive officer. Executive representation would be the very best, because the questions which arise upon which practical advice from the point of view of the fellow institution would be valuable, would naturally be those of method and detail, rather than of general policy.

The advance toward co-operation must naturally come from the library as the younger, but more particularly as the less understood institution. It is perfectly obvious that unless the librarian has the co-operation of the superintendent of education, principals, and teachers, his efforts will be useless, and worse than useless—wasted. To secure this necessary co-operation, the librarian must have something definite to offer. He cannot induce teachers to adopt his plans because it would be a good thing for the library, and a method of increasing its circulation. He will, indeed, need to be able to meet the objection on the part of some teachers that his plans for co-operation are but a plausible scheme for making them do his work. Again, it is not wise, and certainly not necessary, to offer a new set of school readers or text-books, even under the attractive name of supplementary reading. Such books should be a part of the regular school curriculum, and should be provided in the same way as other text-books, by the school authorities or private purchase. All *required*

reading is essentially a part of the school curriculum, and should be definitely considered in making up grade work. Very certain it is that the teacher should not be promised through the library a new system of rewards and punishments. While the wise teacher will seek to regulate the pupil's reading, and while she may even think it necessary to cut down the amount in certain cases, she will no more think of depriving the child of his library book on account of a breach of discipline than of taking away his text-books for the same reason.

What, then, has the library to offer to the school to enlist the interest of the teachers, to make them *want* the library, to induce them to undertake the work necessary to care for and keep track of the books and provide the very few, but very necessary, statistics which the library must have? It seems necessary to digress here long enough to explain the reason why the library cannot forego the few statistics which it requires. It is the very simple one that appropriations of money are dependent upon demonstrable results, and definite figures obtained from trustworthy records of use are the only results which can be shown.

You can safely say, *First*, that the library will add to the attractiveness of the class-room. Every teacher wants her pupils to love to come to school, and knows that it is far easier to teach happy, interested children, than impatient or listless ones. The library will add interest. It will help to make the school-room a place of joy and happiness.

Second: The library will incite to interest in and make more easy the course of study. It will illustrate and explain the subjects taken up.

Third: It will increase the mind capacity of the pupils, increasing their ability to acquire knowledge.

Fourth: It will establish a new relation between pupil and teacher, a more personal relation; one in which the one in command gives place to the counsellor and friend.

Fifth: Good teachers regret that they have to deal with their classes *en masse*; that they have to hew all to a line—to form all in the same mould. Here is something that will foster individuality without interfering with routine. Here is the opportunity for the child of exceptional abilities to rise

above the level insisted upon in school, and to receive help, stimulus, and instruction in the line of his individual taste. Here is a means by which the teacher may discover a taste or capacity in the child, which, wisely fed, may illuminate not only his school life, but his whole existence.

There are many other advantages which can be urged in definite cases where generalities are not enough; when you are not attempting to establish a proposition or theory, but seeking to awaken individual interest, and each such case will call for specific consideration and application.

This work can be best done by the public library, because the library is a single-headed institution, and because the librarian should know most about the general subject of children's books and children's reading. He will also have at hand the means for the economical purchase of books and the trained force to prepare them for use. If it is a question of money, and the library cannot afford to send books to the schools, there should be a readjustment of appropriations. This is not usually difficult to secure, provided you have the hearty co-operation of both school and library authorities. Moreover, this poverty objection is seldom valid, because it is neither necessary nor wise to begin on a large scale. A single school or a single class-room supplied with a well-chosen library will serve as a start. If it is successful the system cannot fail to grow, and if it is demanded, the funds for maintenance will be forthcoming.

When the preliminaries are arranged, the wise librarian will make all his plans and arrangements as simple as possible. The work of the teacher must be made light by the very simplest of records—*e. g.*, an alphabetic list of the books with space for the name of the pupil, date taken and date returned, or simpler still, a slip with place for number, author, title, pupil's name, date of drawing, and date of return, made up into pads. The pupil can fill out such a slip himself, and hang it on a hook on the teacher's desk. These can be taken off as the books are returned, and saved for the library records. All statistics should be gathered and tabulated by the library, and not be required of the teacher. Not only should the work be made light for the teacher, but the responsibility

also. Rules for the use of the books should be of the teacher's making. Let it be understood that the books are for use, and use in every way the teacher thinks best, to be read in the school, in the class, by the teacher or taken home; that reasonable care should be taken of them, but no more than of any school property; and that if loss or damage occurs, there is no money liability for the teacher.

The selection of books can best be made in consultation with the teacher. It is possible, however, that the library may have to make up the first collection. When these are sent to the class-room, it should be made plain that if any of the books are found unsuitable, that they will be changed; that the library has many more books on the same subjects, and that any special books the teacher wants will be added. In short, the teachers should be made to know that the library means to work with them according to their needs, and has no ironclad system to impose. The books should be chosen with a full knowledge of the course of study and with some reference thereto—with reference to the age of the pupils and their intelligence as to books and reading. A class of children from a poor community or a foreign parentage will require simpler books than a class of equal age and school grade from a neighborhood where books abound in the homes.

Fortunately, as the number of books it is possible to send to a class-room, and that can be used to advantage, is necessarily very limited, the disputed question of general book selection need not trouble us. It is not a question of the exclusion of immoral books, nor, in fact, the *exclusion* of anything. It is rather the *selection* of the best for the purpose desired. What constitutes a good book for children is a subject in regard to which the library brethren are apt to prefer to generalize. Courting criticism for enlightenment, some of the definite characteristics which it seems proper to consider in school selection are here given:

First: The book should be attractive in appearance, including letter-press, illustrations, condition and binding.

Second: It should be in good English. This includes not only correct grammar, well-chosen words and perfect sentences, but words and style suited to the matter. This would

eliminate entirely history in words of one syllable and most of the written-down rehash of great authors.

Third: The matter should be of interest to children. It should touch their previous knowledge or experience somewhere.

Fourth: The books must be true. Not necessarily fact, for fancy and fable may be as true as the figures which cannot lie, but what they pretend to be. Animals may talk, as in the "Jungle book," but in a book on nature study, the caterpillar should not meditate on its next metamorphosis, or the peach tree plan for the distribution of its pits.

Fifth: Closely connected with the above is the requirement that the books shall be true to life and morals. Not necessarily teaching patriotism, respect for parents, teachers and superiors, truth and the like, but rather taking the excellence of these things for granted. Seeking for the best in this way will exclude the class of books which make it seem "smart" to lie, to cheat, and to get ahead of those in authority, as well as those which tell of the good little prigs who convert whole neighborhoods, beginning with their fathers.

Sixth: In fairy tales, horrors for the sake of horror should be avoided, more particularly fleshly horrors, like the story of the little girl's nose that grew to the proportion of an elephant's trunk, and the giant who provided soup meat by knocking his head against a stationary meat hook, ghoul stories and the like. Stories of cruel step-mothers and wicked uncles are surely not the best to give children who may have step-mothers or uncles for guardians.

Seventh: In poetry for children the search for the best will exclude the subjective poetry which portrays only the sentiments and emotions of parents. The class-room library should contain a liberal supply of poetry, presenting vivid pictures and sentences which can be acted out. A simple trial will convince you how strong is the child's instinctive love of rhythm, and how much children appreciate the very best. There are many excellent collections, such as "Verse and prose for beginners," Lucas's "Poetry for children," and Repplier's "Book of famous verse," which may be

considered better than the collected works of individual poets. Care should be taken that the compiler's name and the publisher's imprint give guarantee for the purity of the text.

These are only a few of the tests that may be applied in this search for the best. The wise librarian will think of many others which apply to his own circumstances and environment. The aim should be to secure the best books, not so much to add to the number of facts the pupil has, as to the cultivation of his capacity to learn, his love of books and his taste for good books. Lists and catalogs of books are useful, as reminders to teachers, but of little value to pupils, who should see and handle the books themselves, *choose* them themselves. They should have the benefit of the education and pleasure which choice for themselves gives, the "paternalism" being exercised to give them only the best to choose from.

The statement has often been made by careful compilers of school statistics that more than half our school children drop out of school before the age of 12. This is certainly true in Buffalo. Those entering the first grade in 1892 numbered 9601. Five years after only 3750 entered the sixth grade. The class that entered the first grade in 1889 numbering 8465, entered the ninth grade with only 1668 children. This clearly shows that if we are to do anything for the great majority, we must do it in the lower grades. If we can only teach the children who leave school so early to love good books before they go, let them know that these books may be had from the public library after the school days are over, the matter of how much information of other sorts we have helped to give is of insignificant importance.

In conclusion, I wish to add that for myself I believe that this work is better worth the doing than any other the library does.

THE SCHOOL LIBRARY QUESTION IN NEW YORK CITY

One of the cities in which the success of the Buffalo plan of co-operation had attracted attention was New York. As a result of the study of that plan, a modification of it was adopted in which the School Board proposed to do by itself what the Library and the Schools together were doing in Buffalo. The New York Board established a Library Department of its own and the scheme looked forward to the absolute independence of this department from the Public Library. This plan seemed to some critics like wasteful duplication. The city Comptroller instituted an investigation which was carried out by Mrs. Mathilde C. Ford. Her report, which created some stir, is interesting not only as elucidating the local situation, but as laying down some principles of co-operation that have been accepted by most authorities.

Mathilde C. Ford was born in Pittsburgh, Pa., in 1862 and is a graduate of Beaver College, Pa., the State Normal School at Edinboro, Pa. and Cook County Normal School, Chicago, Ill., where she taught in 1889-'90. She was assistant superintendent of schools in Detroit, Mich., in 1890-'97, lectured to teachers in 25 states in 1888-1900, and since 1904 has been expert in educational matters in the Department of Finance, New York City.

As the result of wide experience in elementary education, I have come to believe that teaching children to read

is the primary purpose of the common school, and to know that skill in the art of reading can only be developed through a great amount of practice. During the years in which a child is learning to read he needs a more abundant supply of good reading matter than can possibly be provided for the ordinary school-room, and as the average home is sadly deficient in this respect he must form the habit of going to the library if his need is to be supplied. The public school and the public library are co-ordinate parts of our great system of popular education and they should co-operate directly in the work of educating the masses. Under the Carnegie endowment, New York city is rapidly establishing the most magnificent system of public libraries which the world has ever seen, and, to my mind, it is a deplorable fact that in the very face of this vast library development the Department of Education has adopted a policy which practically ignores the existence of the whole library system. Instead of teaching the children to use the public libraries, which are everywhere at hand, the educational authorities have set up a miniature plant of their own which has ten thousand different branches with an average annual maintenance fund of about four dollars and a half each. This ill-advised scheme was adopted by the Board of Education just when the time was ripe for a great educational advance through systematic co-operation between the school system and the libraries. The organization of the school system which followed upon the consolidation of the greater city coincided in point of time with the extension of the library system, due to the generosity of Mr. Carnegie, and so presented the opportunity for an alignment of these two educational forces.

There can be no question that the main function of the common school is to teach people to read and all its efforts should center in this primary purpose. The average child in New York City attends school about six years, and during this time the main essential is to help him to master the process of getting thought through the printed page, and to give him a taste for good reading. This is about all the public school can do for the masses, and it is more than has ever been accomplished up to the present time. With all our boasts, the great majority of the people who attend the

public schools never learn to read even the simplest matter with anything like a fair degree of ease and rapidity. To verify this statement, which may seem amazing to you, observe the tedious and laborious process which most people go through in reading a simple story or the morning paper. For the majority of them, reading is drudgery because the mere mechanics of the process have never been mastered, not to speak of the power to co-ordinate and assimilate the thought. The mastery of this mechanical process, or what is technically called "learning to read," is the most difficult part of elementary school work and it is, therefore, the part in which results have been least satisfactory. And why? Mainly for the want of books. We have had schools and teachers but not books. The child who is learning to read needs books, not one book or even half a dozen, but many books. His progress will depend almost entirely on the amount of interesting reading at his command. He must read, and read and continue to read, much as he learned to talk through constant exercise. If the average child could have books enough of the right sort, he would almost teach himself to read with the small assistance that he would naturally seek from those about him. It is a startling fact, and a wonderfully suggestive one for those engaged in the business of education, that about the only children who ever acquire skill in reading are those who never attend school. They learn at home in the midst of a great abundance of attractive and wisely chosen books and papers.

Some twenty-five years ago, educators discovered that the main reasons why children did not learn to read was because of the meagre supply of reading matter provided for the schools, it being customary at that time for a child to have but one reading book. As a result of this discovery a great agitation for supplementary readers spread over the country, and most schools are now supplied with such reading matter in the form of selections from standard literature, stories from history and mythology, and books on elementary science. These books are provided in sets and are used for class work, all children in a given section reading the same story at the same time. But it has now become clear that even this is not enough. In addition to such

books, every child should have a generous supply of easy attractive reading matter of a more general nature, and it was to meet this need that the class library system was adopted by the Board of Education some two years ago.

The city of New York receives annually from the state about \$22,000 for school library purposes, on the condition that it shall appropriate a like amount for the same purpose, so that about \$44,000 is available for school libraries each year. During the time required to centralize the educational interests of the greater city, following upon consolidation, the library appropriations of the several boroughs accumulated, the entire balance available for library purposes in April, 1903, being nearly \$139,000. In shaping educational policies for the greater city, a plan was adopted which provided that this money was to be applied, as far as practicable, to the establishment of a small circulating library in each of the class-rooms of the elementary schools. The money was therefore apportioned among the various schools of the city on the basis of the number of classes in each, schools already having some library books receiving nine dollars and eighty cents per class and those without such books sixteen dollars and sixty cents per class. In addition to the appropriation for class libraries, each school received a small allotment for reference books to be placed in its Teachers' and Reference Library. Mr. Claude G. Leland, of Buffalo, who was appointed Superintendent of Libraries, in charge of this work, prepared a graded list of books suitable for use in the different school years from which principals made their selections. It required time to make out requisitions, receive bids, award contracts, and deliver books, and it is only now that the class libraries are getting into operation in the schools in accordance with this plan. It would therefore be too soon to pass judgment upon the plan were it not that it is wrong in principle. It stands in the way of true progress.

A class library has some thirty books to start with and an average annual allowance of something over four dollars for the purchase of new books and the replacing of old ones. These facts alone condemn the system. Under the present plan, the class libraries are and must continue to be too small

to be of any practical value for the purpose intended. It is a misnomer to call them libraries. As Superintendent Maxwell said when the plan was under consideration, "A little observation and reflection will convince any intelligent person that in our large schools the class library is impossible. There are about 10,000 classes in the elementary schools. We have not the means to provide 10,000 libraries." Nevertheless, in the face of this, the plan was adopted and an expensive machine was created in the schools, which can never be effective unless it is transformed by turning it over to the Public Library and making it a part of that system. Thirty books as a permanent collection in a schoolroom is of small value. There may be more than one or two out of this number that a given boy or girl will want to read. But thirty books drawn from the Public Library to meet the needs of a particular class at any given time, and changed from time to time as occasion requires, would be a valuable addition to any schoolroom.

It is not the business of the Department of Education to supply the children of this city with reading matter for the homes. This work belongs to the circulating department of the Public Library which is maintained by the city for the purpose of providing books for children as well as for adults. The school system is maintained for a different purpose, namely, to prepare the people to use the libraries. There has come to be a clear division of labor between the schools and the libraries, and it is important that those who are shaping the educational policies of this great metropolis should recognize the fact, because this division of labor is already creating the demand for systematic co-operation between the two institutions. Never before in the history of the world were conditions so auspicious for popular education as in these opening years of the twentieth century, and just because of this the need for intelligent direction in school affairs has never been so great as now. It is of supreme importance that the foundations for the educational structure which this imperial city is building should be laid upon right lines.

The school and the library are products of the same forces, they are co-ordinate factors in the mighty work of

educating the masses, and they are so mutually dependent that neither one can function fully save through the other. The chief instrument of both is the printed book. The printing press first brought books within reach of the common people during those pregnant centuries when the exploration of a new world, the revival of learning and the Reformation were creating a popular demand for knowledge. The popular impetus given to human life by the rise of physical science, and its application through invention during the eighteenth and nineteenth centuries, has transformed human activity and is now promising to culminate in the scientific organization of intelligence and its universal diffusion among men. In America, the movement for popular education first gathered force about the middle of the nineteenth century and has since been expending its ever increasing energies in establishing public schools and founding public libraries. From Massachusetts throughout the land free libraries have followed fast upon free schools, and these two triumphant institutions of the modern world are now being drawn together by the same forces which are compelling co-operation in other fields of labor.

A striking feature of the great library movement which has spread over this country since 1876, and which must eventually make the public library as universal as the public school, has been the rising consciousness concerning the need of direct co-operation between these two institutions. As early as 1879 the Boston school authorities began to confer with the library officials of that city concerning this important matter, and together they have since worked out a plan of co-operation which is now producing gratifying results. Chicago started such work in 1883. Time will not permit me to speak in detail of what has been accomplished in the way of developing a working relation between the schools and the libraries in Boston, Chicago, St. Louis, Pittsburgh, Buffalo, Milwaukee and other cities, nor is it necessary for me to do so before this audience, as you are already familiar with these developments. Suffice it to say that the metropolis lags behind in this great work, and that the responsibility lies with the Department of Education.

For a number of years I have watched with profound interest the development of library facilities for children in the branches of the New York Public Library, and I am familiar with the splendid efforts which the branch libraries and the travelling library division have made to reach the children of this city, but I am convinced that substantial results cannot be achieved without the hearty co-operation of the teachers in the public schools—such co-operation as can only be secured by means of an official relation which will make the use of the libraries a part of the regular work of the schools. Until the teachers themselves use the libraries, and until they send their pupils to the libraries for information pertaining to school work, and for books which have been recommended, no great work can be accomplished with the children of the city. At present, the teachers are so occupied with less important tasks that they have not even time to use the small teachers' and reference libraries which are found in the school buildings. Uncut leaves in standard books which have been on the shelves for several years tell a tale. The new education seems to have resolved itself into an apotheosis of the non-essential. If the teachers could be freed from the mass of worthless detail which now enslaves them and given time to spend each day in a library preparing for the next day's work and renewing their spiritual forces, they might then be able to give the children that mental stimulus which is the very essence of real teaching. True teaching arouses the child's interest and thereby creates a demand for knowledge which can only be supplied through the wider use of books. So long as the mere textbook suffices for most of the teaching in the schools, our methods of instruction have not gotten far beyond the traditional textbook grind, and our much flaunted educational progress remains a beautiful theory which has yet to be reduced to practice. The saddest criticism which can be made on the city schools is the fact that they have no conscious need of the public libraries.

But the greatest objection to the present class library scheme is not that the libraries are so small, but that they do not connect through with the larger libraries beyond. If a class library were a collection of books drawn from the

public library for use in the schoolroom, sent upon application from the teacher, selected by the pupils with the help of the teacher, read under her supervision, changed from time to time to meet the changing needs of the class, and used primarily for the purpose of helping the children to an independent use of the public libraries it would be an admirable educational instrument. This is what it should be and what it now is in many other cities.

The class library scheme now in operation in the New York schools was copied from Buffalo, but it was shorn of its vitality by being grafted upon the school system instead of remaining a part of the public library system as it is in that city. It should be turned over to the Public Library where it naturally belongs. In order to accomplish this reform, it is obvious that the Department of Education must take the initiative. Concerning the financial aspect of such a transfer, either of two plans is feasible. The Department of Education might use its library fund for the purchase of supplementary reading matter as was originally intended by the law, in which case it would doubtless be necessary for the Public Library to have an extra appropriation from the city to carry on this work in the schools, or the Department of Education might make an arrangement with the library authorities by which the latter would use the school library fund for the purchase of books to use in the schools, as is now done in Buffalo. As to the details of a co-operative plan which would meet the needs of New York City, I do not presume to speak, further than to express my belief that such a plan could be worked out by the experts connected with the Public Library with the assistance of the school superintendents inclusive of Mr. Leland.

I am aware that this is a problem of vast magnitude, and that its solution is beset with difficulties, but it must be faced in the near future. The demand for higher educational results will compel its solution. Through all the centuries science or intelligence has been slowly organizing the work of the world through the greater division of labor, and it is now about to compel wider co-operation in the field of education in order to accomplish more effective results. Having recognized that every individual is entitled to an

education, the modern world is bent upon the realization of this sublime idea, but it can only be effected through the co-operative principle. The idea of organizing ten thousand libraries in the schools is the product of the erroneous notion that the school is an institution complete within itself and sufficient unto itself, rather than one of the organs in our great social system whose vitality consists in its relation to the whole. The school has been held apart from life, but now its isolation is seen to be its greatest defect. The school is organically related to the home, the library, and the shop and the future of education lies in co-operation between these several institutions.

LIBRARY VISITS TO PUBLIC SCHOOLS

Co-operation between school and library as it had thus far developed and as it has been set forth in the preceding articles, had been more marked by effort on the librarian's side than on that of the teacher, whose reluctance to recognize the librarian as a fellow educator, and whose unwillingness to let even supplementary book-work get out of his own hands, had been noticeable. It had now become evident to librarians that co-operation, to be effective, must be accompanied by more aggressive work on their own side. An outcome of this feeling was the system of visits paid to schools by members of the library staff, now practised in some form by almost every library. One of the first to recognize the value of this plan was Miss Annie Carroll Moore, at this time in charge of the Children's Room in the Pratt Institute Free Library, Brooklyn, N. Y.

Annie Carroll Moore was born in Limerick, Maine and was graduated from Limerick Academy in 1889 and Bradford Academy in 1891. She took her diploma at Pratt Institute Library School in 1896 and served as children's librarian in Pratt Free Library, Brooklyn, N. Y., from that year until 1906. In that year she organized the children's work in the New York Public Library as a system, and has since been its Supervisor. She has lectured widely on library work with children.

The subject of co-operation between libraries and schools from the standpoint of the supply of books and

methods of circulating them has been admirably presented from time to time by librarians who have been doing organized work with schools for many years. The object of this paper is to present the social side of a most desirable relationship by a partial record of personal experience in unorganized work with the elementary public schools of a large city.

During the very first month of work in the children's library of Pratt Institute the need for active human relations between the children's librarian and the teacher, the children of the library and the children of the school room was felt, and efforts, often spasmodic rather than systematic by reasons of the conditions to be taken into account, have been made to bring this about. While gathering statistics of the number of schools represented by our clientele by means of a check list kept upon cards and arranged by school and grade, both of which facts are recorded on the application blank and in the children's register, we were endeavoring to make personal acquaintance with every teacher who visited the room, studying the public school reports, the location of the various school buildings, etc., and reading with interest the various records of public school and public library conditions in other cities.

There are about 130 public school buildings for the primary and grammar grades in the borough of Brooklyn, covering a very large area. Up to the time of the establishment of the Brooklyn Public Library, our own library, with its two branches (one since discontinued and the other transferred to the Brooklyn Public Library) and the Union for Christian Work (also transferred to the Brooklyn Public Library) were the only free libraries in the city. There was no seeking after library privileges except in the case of a very few individual teachers. The majority of the teachers in the elementary schools were not aware of the privileges afforded by the libraries mentioned. With facilities for organized work it was and is a field of splendid prospects. We, however, were not prepared to supply school duplicates nor to send books to the schools. We were prepared to receive the teachers and the children at the library and to give them every possible means of assistance in connection with

their school work as well as in their general reading. Our problem then was how to make this fact known in such a way as to make children and teachers really want to come.

We wrote letters of invitation to school principals and teachers, telling them that the library would be glad to lend assistance in various branches of the school work, particularly in the study of English, in nature study, history, geography, etc. The letters sent to school principals received a little more notice than a general circular. They were usually read at the opening exercises of the school, and were sometimes passed about among the teachers. The letters sent to individual teachers brought more satisfactory results. Many of them visited the library and procured application blanks for their classes and teachers' cards for themselves. The teacher's card entitles the holder to six books for school room use. The books may be kept one month.

We sent, and continue to send, notices of the exhibitions which are to be held in the art gallery of the library during the year. A great many teachers have responded to this invitation.

In order to get a better idea of actual conditions in the schools, and a better knowledge of the reading ability of the average child in a given grade, it was decided that the children's librarian should visit five representative schools noted upon our list. Out of the 130 schools 50 at least have been represented in our records.

The school visits began in the principal's office, where half a precious morning was sometimes spent before an opportunity of speaking to the chief functionary could be granted. The visitor was invariably treated with great politeness, the library was spoken of as "an important part of an admirable institution doing noble educational work," but there was no apparent desire on the school side for a union of forces. The request to visit certain classes was readily granted, and the principal frequently offered to conduct the visitor through the building. One such visit, at the very beginning of the work, filled her with great awe of the "system." The tour of the building was made in breathless haste, and there was no time for visits to the class room. We simply rushed through the rooms. How might one hope

to penetrate walls of apparent impenetrability and really come to know the inmates? That even such a visit might have results was a great surprise, but was evidenced by the return of one of our old boys with several new ones, who were introduced after this fashion:

"These fellers here want to join. I told 'em about the lib'ry. I left my card here and forgot all about it. When I saw our principal *chase* you through our school yesterday I thought I'd like to belong again. I told the teacher you was from Pratt's, and she said she guessed she would come to the lib'ry some day. She's never seen it."

The visitor was usually introduced by the school principal to the head of the department, and by her to the grade teacher to whose class the visit was to be paid. The same grades were visited in each school and a very striking demonstration of the value of books, other than text-books and supplementary readers, in the primary grades was furnished by a comparison of the efforts of individual children and by the testimony of their teachers.

It had been requested that the regular school work should not be set aside on the occasion of these visits, and that an exercise in reading should be introduced at the close of the regular lesson when it did not form the subject of the lesson itself. We, therefore, listened to a great many interesting and uninteresting exercises; some remarkable feats were performed in the field of phonetics, by one of which a little boy, who read delightfully, was cured of saying "twistles" for "twirls," and promised, to my great regret, never to say "twistles" again. Among illuminating sentences for blackboard sight-reading the following seemed worthy of note: "There are many wild scenes in Africa," read a boy with lusty lungs. At the mention of Africa several dull faces brightened. "Boys, what is a scene?" "Another kind of animal" seemed a very natural reply. "Boys, a scene is anything you can see. There are many of these wild in Africa." The class sank back into lethargy.

Lessons in drawing, sewing, singing and in physical exercises were observed, and after filling out a list of the requirements made upon the grade teacher we ceased to wonder that a letter or a proposition upon any subject, how-

ever closely allied to her own work, fails to produce more than a faint shade of interest on the teacher's part. What with the pressure of the closely crowded school curriculum, demanding semi-annual promotions, the lectures on psychology, pedagogy, art, nature study and other subjects recommended by the school board, and frequently with most exacting demands in her home life, the public school teacher of the conscientious type feels herself too heavily burdened to undertake what is bound to seem like another task if presented from the outside, even when presented in the light of a help. She must *feel* that it will help before she can commit herself to it.

From this introductory round of visits we gathered a good deal of practical information concerning the conditions under which public school work is done, and the various ways of doing it, as expressed by the personalities of the teachers as well as by the attitude of the children. We enlarged our circle of acquaintance very appreciably and found here and there a teacher with the book sense and the child sense so united that her work was an inspiration. We noted a decided gain in the readiness with which we were able to recommend books to the children of the grades visited. The reading ability of individual children in a grade varies greatly of course. I have frequently noted that a child will read and enjoy a book from the library which would be considered out of the range of his comprehension by his teacher. On the other hand, the library assistants may be so eager to swell the circulation of non-fiction that the children may be encouraged to take books from which they would get no enjoyment whatever.

A year later we used the various picture exhibitions—the animal exhibition, the hero exhibition, the spring exhibition, as occasions for school visits. Supplied outwardly with lists, pictures, and two or three books, and inwardly with a neat little speech about the animal pictures the visitor presented herself at one of these same schools, feeling sure that this time she would be asked to say something to the children.

Vain hope. The principal received her with the most polite expressions of interest, and said he himself would take great pleasure in speaking of the exhibition at the opening

exercises of the school, to which no invitation was extended. On her way down stairs the visitor, feeling very dubious about ever making what she considered successful school visits, was attracted by the strains of a violin. Looking through the stairway window she saw an old man, with the sunniest smile, standing in the midst of a room full of happy-faced children and drawing his bow across his fiddle as if he loved it and could not help it. Presently they all began to sing, quite naturally and spontaneously. One felt at once, even through dingy glass, that the relations were absolutely harmonious between the children, the teacher, and the old violin player.

A teacher who passed on the stairs was asked if the old man came often to the school.

"Oh, yes," she said, "he teaches the children music, and they look forward to his coming with the greatest delight." The incident, trivial though it may seem, was full of suggestion for the matter in hand. It was quite evident, if he had any other business, the old violin player had left it all behind when he came into the school room. He came to make music, and he played till the children wanted to sing. While we cannot hope to strike the same chord with library books and library privileges that is reached by a violin note, for the charm of music is more subtle than the charm of books, may we not hope to so master the technique of our subject as to be able to present its essence as the violin player presents his melody, rather than the exercises which have made more perfect melody possible? Books must seem to us like real life, and human experiences must seem like chapters from unwritten books.

There is a certain technique of library visits to schools which seems to me to consist in taking things exactly as one finds them, and adapting one's self so completely and cheerfully to the situation, whether it means sitting in an office, standing in a passage way, rushing through class rooms, receiving polite but immediate dismissal, or having pleasant talks with children and teachers, as to make it seem the most natural experience in the world while it lasts, and to make it the basis for future experiences. Theories, methods, the habit of looking too early for results, and, above

all, an aggressive or a too retiring personality, must be got rid of at any cost if we are to beget a love for books and win confidence and respect for our ways of giving them into the hands of those who want them, or who may be induced to want them. After having made a great many experimental visits and having at last received several invitations to speak to the children, a more definite plan of action for the school year 1900-1901 was carried out in two of the public schools in our neighborhood.

In accordance with this plan short lists of books, twelve in number, were prepared for eight different school grades, beginning with the third year in school and extending through the sixth school year.

These lists were presented in two forms, on catalog cards (1 size) with the subject headings in red ink, and on a typewritten sheet divided by subject headings corresponding to those upon the cards, the two forms illustrating the card catalog and the printed finding-list.

The typewritten sheet was headed "Good Books for Boys and Girls in — Primary Grade," and was pasted in the center of a bulletin sheet 22½ x 28 in. of dark green paper, with one picture of the children's room above and another below the typewritten sheet. The list upon cards was arranged at the sides of the central sheet with a small picture of the children's room below each row of cards. The heading "Pratt Institute Children's Library," with red initial letters, was placed at the top of the bulletin.

The bulletins were designed to illustrate talks to the children on the use of the library, not as model reading lists for the different grades.

It was suggested by the head of a department that it might facilitate matters to speak to four classes at once, about 200 children. She was quite willing, however, to yield to my preference to visit each class in its own class room, a plan which has very decided advantages over that of addressing children *en masse* at morning exercises, affording as it does the opportunity to become a little acquainted with the class teacher, to observe in some measure the effect of her personality on her class, and, above all; that of meeting the children on their own ground, in a room they are used to.

How important a part atmospheric effort plays in the process of "getting at" children, it needs only a few visits to different school class rooms even under the same roof to determine.

The general outline for the talk, which was always informal, in the form of question and answer, and adapted to the ages or understanding of the children and the condition under which it was given, was as follows:

How many boys or girls have ever taken books from Pratt Institute Free Library? How many are now taking out books? Why did those of you who are not taking out books stop? After a show of hands, they were called upon one by one to state reasons. Some of the reasons called for explanation on the part of the visitor. Many children had lost their cards and did not know how to get new ones, others had moved away for a time and had come back into the neighborhood again, but supposed their library connection was severed forever. Several children had given up taking out books because they said they had to study, and to these we must explain how the library may be made a means of help in school work. "Got tired of reading," "No time for reading," were very common reasons; "Owe fines," less often stated, but very often the real reason. "Too cold" or "too warm," "moved too far," "eyes hurt," "German school," "music lessons," and many children who had *forgotten* all about taking books. The latter swarmed back to the library to take up their cards again.

In presenting the bulletin to the children they were told that the pictures represented different parts of the children's library. Very often a child who was familiar with the library enjoyed telling about it. The cards for the reading list were explained part by part, beginning with the subject heading as indicating the kind of book; the author's name as telling who wrote the book; the title as giving the name of the book itself, and the class and book number as showing the arrangement of the books on the shelves. An illustration which seemed to make quite clear the distinction between subject and title was afforded by the particular school grade and an individual boy or girl usually known to me by name. Every book has a name just as every boy has

a name, and if a boy wanted to get "Red mustang" at the library he would not be likely to get it if he simply asked for a book about Indians—he might be given the "Hiawatha primer." This proved an interesting point in several classes, and there have been many evidences of greater familiarity with book titles on the part of the children of those classes.

Another question which was productive of interesting replies when asked at the proper psychological moment was, How do you know what book to take home with you from the library? "Look at the pictures," "Read the headings of chapters," "Ask the lady at the desk," "Look at the tins" (shelf labels), "Know what kind of a book I want and ask the lady who knows all the books for that kind," "Somebody says it's nice" (very common experience with girls), "Read in the beginning, middle and end."

How many of you have ever taken books to help you in writing compositions or in history or nature study lessons? In every class in the grammar grades a fair number had taken books with this object in mind, sometimes finding help, very often failing to find it. A small tray of cards taken from the subject catalog was used to illustrate the variety of subjects to be found in books. The boys were immensely interested in a discussion of subjects, and many of them gave up their recess time to ask questions. It was much more difficult to get response from the girls, especially in the higher grades, the range of subjects with which they seem to be familiar is so very limited. In the primary grades the girls were decidedly freer and more spontaneous, and when called upon to describe the children's room showed excellent powers of observation. The attention of the younger children was especially called to the careful handling of books at the library, putting them back in the right places on the shelves with the backs out.

Five or six books were usually taken along to show the arrangement on the shelves, the position of the number on the back, where to look for the author's name, the title and the index if there was one. These books were usually selected with an eye to the teacher's interest, as being particularly suitable for reading aloud or for use in connection with special work for the grade.

At the conclusion of the talk, which was very much modified for each class, occupying in time from 10 to 20 minutes, opportunity was given to all children who had never taken books to sign applications then and there. The application form was read and explained by the visitor.

The bulletin was left in the class room for which it was intended, and was allowed to remain for one month. At the end of a month a second visit was paid in order to find out whether the bulletin had been of practical use. The twelve book titles were read off one by one, and the children were asked how many had read each one or had tried to get the book at the library. The results do not go to show that as reading lists the bulletins were successful. They were more so in the case of the boys than in the case of the girls, but in order to test them as reading lists it would be necessary to send the books with the bulletins to the schools.

Many of the teachers delivered up the bulletins with real regret, "because they looked so ornamental" rather than because they had found them distinctly useful and helpful.

During the second visit the children in each class were given an opportunity to mention a favorite book. All who wished to do this, and in all classes, except the higher classes of girls, both boys and girls were eager to mention books, raised their hands and were called upon in turn. The results, to such an extent as seemed practicable, were noted for future reference, and some very unique graded lists might be made from them, preferences for "Ben Hur," "Fighting dogs," "Tale of two cities," "Little lame prince," and "Bessie on her travels," all existing in one class of girls. It is, of course, quite often the case that a child mentions a book he has just read, or a book mentioned by a friend whose opinion is well regarded rather than the book he actually prefers, or he may have no decided preference. In order to get at decided preferences or to lead children to form preferences, it is quite necessary to talk with them familiarly about the books. They were frequently asked who wrote the books they mentioned and to tell a little of the story. I also asked them about different characters in the books. Who was Robin Hood? One boy confused his identity with that of Robinson Crusoe, another promptly responded, "He was

a first-class bow and arrow shot." I sometimes read aloud from one of the books I had brought, and at others told anecdotes of authors.

In the first school visited, many of the children came from homes where books were talked about, and seemed in consequence much less dominated by the teacher's attitude toward books and reading.

In the second school very few of the children had books at home, and the personal influence and interest of the teacher was very marked. One of the teachers who conducts a class in connection with the New York City History Club, had a travelling library of 100 volumes in her class room. This teacher told me she never recommended a book to a boy which she had not first read herself. She reads aloud five or ten minutes at every session, and has read several of Henty's books, skipping the parts the boys usually read and reading the parts they are in the habit of skipping.

The results of these school visits have been manifest in an increase in the circulation of books and in membership, in the return of large numbers of former users of the library, and notably in a very much more intelligent use of the children's library on the part of children and of teachers. Interest in the room itself, in the pictures and bulletins, the catalogs and lists, the care of the books, etc., has been greatly stimulated and in some cases has been created.

Social relations have been vitalized, the desirability of self-expression along new lines, as exemplified in talking about the books one likes with somebody else who likes them, has been suggested to many children and to some teachers. Teachers who would never have visited the library except by personal invitation have come and have brought friends from time to time, and teachers who had never thought of studying in the library itself have become devoted patrons of the reference department. Best of all, the strange and rather strained feeling of establishing a relationship has quite worn itself away, and we are conscious of a warm welcome whenever it is possible to claim it from the schools already visited, and from other schools whose principals or teachers have expressed a desire to receive visits.

Though full of interest and not altogether lacking in a certain spice of adventure, no kind of library work I have yet undertaken has proved so exhausting mentally and physically as public school visiting. If half a day is given to this work the remaining half should be spent in doing the easiest kind of work possible.

One should never start out on a round of visits unless she is able to command any situation which may be presented.

It is far better to break a statistical record of visits paid than to be conscious of a moral record of visits which never should have been paid. It is true that teachers often have to teach when they are manifestly unequal physically or mentally to the task; but that is all the stronger reason why the occasional visitor should never bring less than a healthy effect to the school room.

She must be able to command her resources; therefore, she needs time to read the books the children are reading, and those they ought to read; she needs time to study the curriculum which the teacher must follow out; and she needs time to enable her to give such expression to her interpretation of the place of the children's library and its librarian in the larger educational scheme as shall make her work practical, vital and inspiring.

AN EXPERIMENT IN SCHOOL LIBRARY WORK

Co-operation between library and school was successfully undertaken locally in many instances before it was carried out on the larger scale. In one case at least, described in the following article, it was brought to a high degree of efficiency in a limited district of a large city, in connection with a settlement library, before it was fully recognized throughout the larger region covered by the whole community. The librarian who initiated this successful experiment, Edwin White Gaillard, was born in Louisville, Ky., in 1872. After an academic education, he engaged in literary and scientific pursuits, travelled widely, and in 1897 became librarian of the Webster Free Library attached to the East Side House Settlement, New York, where his methods of co-operation with schools attracted attention. They were later adopted by the New York Public Library, with which the Webster Library consolidated in 1904 and whose department of work with schools Mr. Gaillard has organized and supervised. He is President of the Library Board in his home town, Port Washington, L. I., and was for many years treasurer of the New York State Library Association and chairman of the National Education Association's Library Section.

All New York City is divided into five parts. The New York Public Library has jurisdiction in three parts, or boroughs, Manhattan, Bronx and Richmond. The district which the library embraces is about a mile and a half wide.

To the north branch from the one of the south end the distance as a crow would fly is just thirty-eight miles. The influence of the library, however, is much more extended, as many borrowers live without the three boroughs. Charts show a territory of about six miles wide and forty-five miles long wherein live persons who hold and use regular borrowers' cards. In this territory there prevails nearly every phase of public library activity, from the deposit station in quarry and lumber camp, in penal colonies and country schools where the staff consists of one teacher and a cleaner, to the great central library now in course of construction.

Confronted with such diverse and varying conditions the youngest of the great libraries of the country has not yet devised any one plan to offer in settlement of the much debated question of school and library co-operation. Each of the thirty-four branch libraries has to face a somewhat different situation and in some localities circumstances widely vary. To be thorough a report of the school activities of the library would have to be made branch by branch. It would include endeavors of the usual kinds, deposit stations; loans other than books (pictures and various illustrative material); story hours; picture bulletins prepared to accord with the "Course of study" for different grades of the public schools; instruction to classes and groups of pupils in the use of catalogs, indexes, etc.; talks to teachers at their meetings; regular monthly visits to schools; distribution monthly of the "*List of Additions*"; preparation of reading lists; the aiding of individual teachers to personal advancement; a model school library; and consideration of the special problems of the high and evening schools. More or less of this is common to many of the branches. The details of each effort are so well understood in the modern library and among modern librarians that the subject may be dismissed with a word, except to call attention to one or two conditions which are perhaps exceptional.

The Board of Education of the City of New York has established an excellent department of school libraries which provides books both for circulation and reference use. That department has organized in the three boroughs 5836 class libraries in 260 schools, with 321,921 volumes. The records

show a home circulation in these boroughs for one-half of the school year of 1,849,345 volumes, and a reference use of 107,457 volumes. This is a total annual use of about four million volumes. The graded, annotated catalog of class room libraries, which has been issued by the Board of Education, is said to have had a marked effect in improving the character and number of books used in this way.

In addition to the class room libraries which are supplied by the school authorities the Travelling Library office of the Public Library maintains in the day schools fifty-five deposit stations, with 4069 volumes, the annual home circulation of which is about 44,000 volumes. This department has, in the three boroughs, an additional recorded annual circulation through the evening schools, recreation centers and playgrounds of about 155,000 volumes. These figures do not include many stations in no way connected with the schools, the total annual circulation of which was last year 450,000 volumes.

It has been necessary to explain local affairs at length to show that the experiment which is now being tested is in addition to a not inconsiderable united effort to bring the right books into the hands of school pupils, teachers and principals.

Last year, through the courtesy of the Board of Education, in fifty of the public schools regular bulletin boards for the exclusive use of the Public Library were erected. The bulletins, in dimensions about 2 ft. 6 in. by 3 ft. were placed on the main stairways. On the bulletin boards are affixed announcements of whatever matters the librarian in charge of the nearest branch may consider to be of interest to teachers or pupils. The first announcement is:

"The nearest branch of the Public Library is located at _____. Teachers in this school will find it to their advantage to secure their books from that branch." A list of all the branches for the free circulation of books throughout the three boroughs, with the hours of opening, is posted. On every bulletin the terms under which teachers and pupils may use the library are set forth in the following words:

"For those teachers who are undertaking special studies, or who are doing other definite literary work, arrangements

may be made to secure books necessary for such study. These special books must be renewed monthly, and no books may be retained for a greater period than six months. Books are so loaned with the understanding that they must be returned upon special request after two weeks from the date of borrowing.

"Popular current fiction may be borrowed in the usual manner.

"Endorsements are not required for membership cards of teachers in the public elementary and high schools, day or evening.

"Books for immediate and temporary use in class rooms will be loaned upon receipt of request signed by any teacher who has registered at the designated branch.

"Teachers are often asked to endorse their pupils' applications for the privilege of using the library. This library regards such endorsements from teachers in the day schools merely as notes of introduction, and guarantors are not held financially responsible for losses that result from applications which have been signed for their pupils.

"Teachers who take an interest in their pupils' reading will be pleased to remember that this library is always glad to send application blanks to them for distribution in the class room. In every way within its power this library will be glad to further practical co-operation between the schools and its branches throughout the city."

In this way the teachers are informed of the location of the nearest branch; that they may have as many books as they desire for study and that the books may be retained, if necessary, for a period of six months. They are also informed that, "In other branches there are about 60,000 books (separate titles) not contained in that branch. Any one of these will be sent for when desired, subject only to the demand at the other branch." The library maintains a daily inter-branch express service. If desired books are in a branch nearly forty miles distant they may be ordered by telephone and delivered during the same day.

It has been deemed advisable, for obvious reasons, to give all work with teachers to one assistant in each branch. This assistant is ranked in Class C, one grade below First Assistant. She is expected to familiarize herself with the course of study, to keep in touch with the public schools and to know personally as many teachers and principals as possible.

The result of the experiment of last year with fifty bulletins has warranted doubling the number of schools in which is done work of this character. The rules with regard to loans of books to teachers have been extended to all branches of the New York Public Library, Circulation Department. About the time that these lines are to be published there will be bulletin boards in 103 school buildings. Schools have been selected which are so located that fifteen branch libraries form centers from which operations are conducted. In these schools there are 189,018 pupils and nearly 5000 teachers, exclusive of the elementary and high evening schools, which are conducted in the same buildings.

When a teacher becomes a member of the library at one of the branches where the system is in use, record is made of her school grade or department, and the list of books which she may especially desire is entered on a card index. The cards of this index are divided by the usual guides so that each school is separately represented. On the cards are entered the lists of books desired, the dates obtained and delivered to the teachers and the dates of return. It is the duty of the assistant in charge of the work to see that the books, if in any branch, are obtained, or if not, are purchased, subject to usual conditions of purchase. When new books which relate to grade work are published it is the duty of the assistant in charge to post such information on all bulletins in schools which have been assigned to her branch.

So much for the aim of the library with regard to teachers and of the methods for accomplishing the results desired.

Work with the pupils is divided into two kinds, circulating and reference. Of the actual circulation of books to children there is perhaps little to relate which is especially new. Possibly the chief point is the official announcement that teachers are no longer "held financially responsible for losses which result from applications which have been endorsed for their pupils."

In New York the great difficulty with reference work in the children's department has been the vast number of young persons, each with a different need, who swarm into the libraries during about two hours each day. Within

ten minutes' walk of one branch, for example, there are 33,376 registered pupils in the public, in addition to several other large schools. In that district there are three branch libraries. They are liable to be consulted at any time by about 16,000 pupils. Information on any subject mentioned in the course of study may have to be sought for impatient children. Under such conditions it has been impossible to devote to every child that care and personal interest which are so important in dealing with such demands.

By organized co-operation with principals and with teachers of various grades the probable reference work has been so grouped that the very difficulty of great numbers has become an advantage. The anticipated use of reference material is confined to the pupils of the fifth, sixth, seventh and eighth school years. The studies for these years are so arranged that, by aid of teachers it has been possible to prepare term plans for each of the mentioned grades. These term plans were prepared by one of the editors of *School Work*, and were based upon the work set out in the "Course of study," and divided into numbered and dated weeks. That is to say, by following the term plans any teacher can tell at a glance in which week she is supposed to teach a given subject. The preparation of such plans involved a great deal of consultation and experience. The plans, however, can hardly be ideal. At the best they are but planned for the average class. The work has been ably done for the school year. One subject has been selected by the library from the term plans for each week of every represented grade. A list of the subjects selected, with the schedule of dates, has been printed on cards for each grade, together with a brief explanation. The cards are in size 6 x 12 in. One for each grade is posted on the bulletin boards in the schools, and one is displayed in each class room of the grade for which it was printed. The wording of the brief explanation is as follows:

"Grade 5 B.

"The branch of the New York Public Library, located at _____, will be prepared to give special attention to pupils in this grade who desire to consult books of reference in connection with their scheduled grade work. The term plans

in History as published in the October and January issues of *School Work* will be used as a basis for the preparation of material, which will be set aside in the library for the use of pupils between the dates indicated in the following schedule. Pupils of this grade will be welcomed at the library, where they will find many delightful books."

It seems to be an advantage to know in advance and to some extent to be prepared when a number of persons desire to consult the library on one subject. Time can be saved and the individual student may be given a much greater share of attention. Instead of numerous subjects as heretofore, the pupil is now apt to ask for only one of eight, for which the childrens' reference librarian has had an opportunity to prepare in advance. Pupils in this way are taught the use of indexes, and that the magazine files and circulating department books may be used for reference purposes.

The danger of the method is of its developing a machine way of laying out the work and of neglecting to give to it the right care and thought. This danger is, however, common to all other parts of library methods, and is one which some such system will aid to discover, and it is hoped, eliminate.

The cost of this method of reaching the pupils and teachers has been very little. For each branch library a card index on which to keep records of books needed by teachers and a few minor supplies are all that has been required. One of the supplies is a special borrower's card, designed to meet the demands which the regulations for teachers have very naturally developed. These cards provide spaces in which to register original dates of loans, dates of renewal and also a space in which is recorded the call numbers of each volume. This has been found desirable, for when several volumes are loaned at one time, and returned separately, there has not been in case of loss any support of the library's contention of the non-return of a volume in dispute, beyond the bare record of charging on the book card. With this special card there should be no reason for claims of borrowers that books have been returned. Such claims were quite frequent, and usually proven unfounded, before the adoption of the special card. The cost in the schools has been confined to that of constructing and erecting the bulletin boards and

the printing of notices. The maintenance in the schools averages in cost just two cents for each class room for the term. This estimate includes printed notices, but does not include typewritten and mimeograph announcements which have no direct bearing on the schedule for the grade. The value of the plan? Who can say?

The task has been to learn the needs of the pupils and teachers and to so order the work and to plan such rules as to make possible and encourage the real use of the library; and to provide means whereby both teachers and pupils may be told, retold and told again and reminded from time to time of the library and of its ability and readiness to respond promptly and cordially to any reasonable demands.

The scheme as in use at present is by no means perfect, nor yet without several defects. There seems, however, to be more than a germ of value in the plan of library bulletin boards in schools. The idea was first suggested by Dr. Canfield, of Columbia University, about five years ago, to whom credit is due.

WHAT THE SCHOOL NEEDS FROM THE LIBRARY

As an evidence of thorough appreciation by a teacher of the fact that the public libraries have something to offer that is needed by the schools, the following article is noteworthy. The writer read it before the Pacific Northwest Library Conference at Seattle, Wash., on June 9, 1909.

Isabella Austin graduated from the University of Minnesota in 1895 and from the Normal School at Winona, Minn., in 1897. After teaching in that state for several years, she served as critic teacher in Teacher's College, New York and in the Michigan State Normal College and in 1908 was chosen supervisor of primary grades in the public school system of Tacoma, Wash. Since 1909 she has been Dean of Women in the University of Washington, Seattle.

A shop girl was eating her lunch at a restaurant. Said a friend, "Do you ever carry your lunch?" "No," was the reply. "If I did some one would be sure to take me for one of them teachers!" Someone once asked an old lady how many children she had. The answer was: "Five; two living, two dead and one teaching school."

I dare not address you as "Fellow teachers" for fear you might resent it. I cannot say "Fellow librarians," as I have no right to the title. I am forced therefore to begin with the time-honored salutation "Ladies and gentlemen."

What the school needs from the library! I. Help for the teachers.

I gather from reading library journals that you complain of us in one of two ways.

(a) Perhaps you feel that we assume as teachers that you exist to do our bidding, to fly at our beck and call. I believe this grows out of the fact that we do not understand our mutual needs and dependence. It will be less a complaint as we grow to know each other better. I can speak for the teaching corps of Tacoma and assure you that we are mindful of your very substantial aid to us.

(b) On the other hand, we hear the complaint from the library that the teachers do not use the library enough. I believe I can see a reason for this, too. It is not that we feel self-sufficient, that we lack interest in any means that will aid us to best perform our duties. It is because *you* are a new institution and that *we* are passing through a change in our *idea* of the meaning of education.

In days gone by we carried on the school without libraries—we could do this as well as not because education meant *learning by rote*; text book learning alone.

This is, to my mind, the most important thing I have to say to you—we do not yet know you and our need for you.

In our school lives as children, in our normal training and later in our actual teaching we have not had you, and we do not yet realize your resources. To get this matter before you definitely pardon my using my own case as illustration.

From beginning to end of my common school education—from first grade through eighth, I never saw a school or a public library. We had none, though I lived in a good-sized city in the Middle West. I learned what the text book told me; no supplementary reading (or rarely), no pictures, no objects. My training in reading and literature consisted in learning to keep my toes on a crack and my voice from falling on a question mark!

In high school I had very little but the regular text. Again memory work was the test. I remember well a boy who was my ideal. He learned his geography word for word and so recited it. If he sneezed or a door slammed and his flow of words (I use words advisedly) was interrupted he had to begin again. He was the show pupil in our class.

In college our instructors in science performed all the experiments for us while we looked on. When we went to the library we spoke to the librarian through a wire netting, and in our company manners asked for a book.

In the normal school which I attended there was a so-called children's library, but the books were all text books, and we were not taught how to help the children to use them. We had literature, but it was all about Hamlet's being or not being mad; none of it was taught in a way to make it a tool for the elementary teacher.

After all this I began teaching, with no knowledge of the resources of a library as an aid to either teacher or child, and I felt no *need* for such aid. What is true of me is true of thousands of other teachers.

You must make us feel our need for you. You must, if you please, intrude yourselves upon our notice. Generations of teachers who have worshipped at the shrine of the text book can in no other way be reached.

The ideals of education to-day are broader, our needs are greater, and you have the material to help us realize our needs.

The first thing to do is to go to the rescue of the normal schools. This subject has been covered in another paper, but allow me to suggest one thing.

In your zeal to help students learn how to *use* books do not neglect courses in children's reading. I have had many normal students prepare lists for me showing what they read, as children. Such lists often show that these prospective teachers did not have access to the books which we wish the children to know. They did not know the dear old things which were on the honor lists before we talked of children's literature. So teach literature, not children's literature, but literature for children. Then the teacher of the future will be partly of your making.

But those of us who have left normal school and are now actively engaged in teaching need you. Not all of the ideas which I will suggest are practical for any one library. Some are stolen from library journals and some are the result of consultations with teachers in Tacoma. Perhaps some of them will prove suggestive to you:

1. *Bulletins.* (I will take it for granted that the school supplies you with a course of study up to date, and with any outlines they may publish; that you are familiar with these and with the practical workings of the school. This latter from first-hand observation!) Ask for a definite place in each school building for your bulletin. On this keep a catalog of the library, up to date, new lists as they appear; matters of interest to teachers and children. (These need not be printed, they may be mimeographed.) In Tacoma the library furnishes us with lists of books arranged by subjects and grades. Lists of articles on education, especially those *not* in educational journals; lists of books on special reserve; lists suitable for special days. This last item is of special importance. Due to tradition and the influence of cheap educational journals we use much inferior material.

Keep the bulletin changing and alive!

2. At the library, if you can, have a special corner for the teacher and her reference books and periodicals. We ought not to ask for the reference books in our buildings. We should be willing to go to the library to read them. If you do allow some reference books to go out, I would suggest that one complete set be kept *always* at the library. Where the library can afford it a case of sample text books is a great help to teachers. So many teachers in small places are entirely dependent on catalogs when choosing new books. As a normal teacher I was asked continually to suggest lists.

3. Teach us the use of the library so we may wait upon ourselves. In small places this can be done informally; in larger places in some stated way. Many people hate to ask for books that they would be willing to seek for themselves.

4. Give us teacher's cards and make them as liberal as possible. We are selfish, however, and you will need to look out for us. Perhaps we make you think of the Dervish and the camel. From the library point of view I have learned that she commits the cardinal sin who takes all the references on a given subject and then sends a class to the library to look that subject up! We are thoughtless, I know,

but we never see children in smaller groups than forty, and such a situation would cause us not a qualm!

5. Guide us to the best in any given subject or line of work. If it is History, give us reliable History. Help us to find the best in nature study, and to find the literature which is akin to those other subjects. Give us the best in literature. Teach us that while we may send *children* to brief editions, we as *teachers*, must get our material from larger editions, first-hand editions where possible. Help and encourage us to adapt stories ourselves—to be dissatisfied with a fine story as "written down" in a third reader. By getting the stories this way we lose all the beauty of diction and often the meaning as well.

6. Lend us pictures where you can. They vitalize the work in geography, history, etc., in a way which is well worth while. We do not ask for expensive pictures like the Underwood—just magazine clippings will help. Some day we shall ask for lantern slides and moving pictures, but not yet. All these requests remind me of the sign which hung in the green grocer's window in my youth. "If you don't see what you want, ask for it." But remember we do not ask for all these goods in one consignment nor from any one library.

To return to the literature just a moment, give us that which will feed the imagination, a generous share of poetry. Do not "let us have" just the historical, geographical and soberly ethical. In this material age lead us out of the baldly practical into the ideal.

II. Help for the children is of two sorts. Indirect, through the teacher as agent. Direct, as you meet the children in the library building itself. A teacher to do her work best must study the environment in which her children live; must know their group peculiarities and their individual needs. I believe the same is true of the librarian. If you cannot make calls have mothers' meetings. Even tea I think is a legitimate part of library equipment. In Tacoma there is a certain earnest mother who had little chance for education when young. She has read her children's lessons with them, through all the grades. One day not long since a book agent left a small encyclopædia for her to inspect. Next day she met "teacher" and said: "You know I've read

that book through and there ain't anything in it not in the children's books. I ain't going to buy it." Teachers and librarians, too, need the mother's co-operation.

1. *Class room libraries.* Lists made by teacher and librarian. The teacher knows the needs, the librarian knows how to supply the needs. Have these class libraries from first grade up, that all the children "may be exposed to books." One of our principals who has watched the matter of children's reading very carefully says that if he may have all the reading material he wishes for first, second and third grades the reading habit will ever after take care of itself. A caution here, be sure in any grade that the books are easy enough. We err in asking children, at times, to study what they cannot grasp. Don't you follow our custom. Make the books progressive from grade to grade. In upper grades, when lists are put into the children's hands, make the lists short, very good and annotate them (if at all) from the child's point of view.

2. *School libraries* give the children a broader outlook than the room collection alone. Here give us supplementary books and duplicate collections where you can. Mimeographed poems and other material are helpful if you have the time to prepare them.

3. *Branch libraries* near schools. In large places there must be these. Children cannot cover distances nor pay car fares. Considering the teacher's convenience alone, she would prefer the school to the outside branch library. But from the point of view of the child's future, his life after leaving school, the branch should be independent of the school. Keep the branch library up to your best standard, because your suggestions are taken without question by many teachers and practically all parents.

4. Of the story hour in school conducted by the librarian I will not speak, as it will be covered elsewhere. Only let me say that we count upon it very materially in Tacoma.

With regard to the child in the library you have a distinct advantage over us, I believe. You meet the child as he really is, though you may sometimes wish you did not.

It is years of tradition and artificial usage that makes the boy on hearing the school bell remove his cap, smooth

his hair, put his gum in the corner of his handkerchief, turn his toes out, heave a long sigh, and with drooping eyes and meek expression find his place in line.

But there is no library tradition; it is yours to make. May you make it in accord with the child's nature! "The school represents the compulsory side of education, the library should represent its voluntary and attractive side." You meet the boy off duty and so should know him, as many a teacher never does. Again, the average life of the child in school is five years. Our time is short. Yours is indefinite! For these reasons then I envy you. We will during that five years make frequent occasions to send him to you. You hang on hard after you get him!

5. *Exhibits.* Where possible invite the children to general and special exhibits. They need not be elaborate or extensive. Children often get more from seeing a few things than from many. From these exhibits the children should be led to further study of the same subject in books; the exhibit is in a measure a bait.

6. *Lectures and talks* on school subjects with lantern slides or other pictures. These talks to be given by some one in the library and followed by visits to museum and book shelves. Such work is done in some cities on school time, the teacher accompanying the children. It means a greater zest in the study of books; "one book" study makes us narrow.

7. *Story hour and reading circles.* This is too well known a method to need more than mention. Ought it not to follow a definite scheme according to the needs and capacity of the given group? I read of one librarian who is following local history with a group of boys. Take material that the school hasn't time for and that the children cannot digest alone. The story hours that so many of you give mean much to us. You cannot appreciate its results unless you come and see the children in school. They show an increased interest in their work, have a better background, better vocabularies and hence another means of self-expression. At these little gatherings take special pains with the child who never sees beyond the home except through books. A little boy at the Speyer School, New York, was once taken

to Bronx Park Zoo. On his return he looked at a picture of a tiger hanging on the school room wall and said with great interest and surprise, "Why it can walk!"

8. In the loan department control the reading matter of the children wisely. Look after the boy who reads just one kind of books; the boy or the girl who reads too much. I like the idea of getting this latter class interested in constructive work. Teach such children to use books as a *motive* for something *active*. Let them see that their books have a vital relation to their occupations, such as gardening, building, etc.

Where possible issue the *whole* story. Let the child do his own skimming. Perhaps this doesn't meet your approval, but can't you remember how you hated the story which began nowhere and ended the same?

And just here I must stop, calling attention once more to our attitude towards you. I quote from a library journal: "The co-operation so much talked about is a theory on the part of teachers." I stoutly maintain that if you will be patient we will learn. It is not that we do not *need* you; it is that we have not *known* you. Give us just a little time. May I illustrate?

Two little boys in Tacoma needed operations for adenoids. The first boy returned after his operation and the second one said, "Well, what about it?" Indignantly the disappointed one replied: "Don't you try it! It's nothing but a fake! I'm not a bit smarter to-day than I was yesterday!"

Teach the children, the normal student and the teacher, and in time all will be well.

PUBLIC SCHOOLS AND PUBLIC LIBRARIES

It is not often that we are enabled, in case of an attempt at co-operation, to study reports made by each of the parties to the attempt. This is the case in Pomona, Cal., where both the librarian and the superintendent of schools have contributed to their professional literature accounts of their work, in library and school, for the furtherance of education. The report of the superintendent, the late P. W. Kauffman, will be given first. It was contributed to *The Educational Review*, and appears in its "Discussion" department in the form of several letters, including a brief one from Miss Mabel E. Prentiss, who was the librarian of the Pomona Public Library when the plan of co-operation was begun.

Park W. Kauffman was born at Mt. Pleasant, Iowa, July 4, 1857. He received his education in the public schools and in Wesleyan College in Massachusetts where he graduated in 1880. For fifteen years he was Superintendent of Schools in Ventura City, California, resigning there to accept the superintendency of the Pomona City Schools in 1903, which position he held until the time of his death, June 13, 1910.

The feasibility of efficient coöperation between the public schools and the public libraries has not been as readily accepted as the desirability of such interchange of service. But, always granting to the schools the initiative in instruction, the place and value of the library as an integral part of the system of public and free education is now very generally

recognized. The library must supplement the work of the school, serving the adult population as the school serves the children—tho its necessary methods do not permit such direct authority and influence. If books of information and books of power are to be of value in the life of the community, then the library habit must be formed; and this can be formed more easily during schooldays than later.

The following correspondence is of interest as showing what has been accomplished in this direction in the schools of Pomona, California: a city evidently blessed with sensible and large-minded people in charge of both the schools and the libraries.

Office of the Superintendent City Schools

Pomona, Cal., December 2, 1904

Mrs. Julia S. Harron

Dear Madam: Your letter of inquiry about our method of instruction in reading is at hand. I will take your questions up in the order found in your letter.

1. "Is each child allowed to select his own reading book, within the large list made up by the teacher?"

Ans. Yes. And he is allowed to experiment until he finds a book that will strike some fire from the flint of his own intellect. As soon as he finds a book which he can read with interest (it must first be approved by the teacher) he reads it. He does not take reading as a medicine, he takes it as a pleasure. Of course, this method of reading is not used much until the children have fairly mastered the formal difficulties of reading. It is used a small part of the time in the second grade, more in the third, still more in the fourth, and altogether in the fifth. It is based on the theory that children should not only learn to read while in school, but that they should actually read a large number of the best works of literature.

2. "Do children have duplicates, or does each child have a different book from his classmates?"

Ans. They may each have different books. Sometimes a teacher groups a few children together for special drill in reading, and gives them all the same book. While this small group is reciting, the remainder of the class are reading each his own book.

3. "Is this the regular reading of the class, or is it supplementary reading?"

Ans. This is the regular reading of the class. There is no more reason for giving "supplementary reading," than there is for giving "supplementary morals." The school reading is continued at home, and the home reading is continued at school. A pupil will read from fifteen to twenty books a year under the direct supervision of the teacher. He consequently becomes more intelligent, and he becomes a better oral reader because he is more intelligent and because he becomes more familiar with words on account of his large amount of reading.

4. "Does the plan work well practically?"

Ans. I have worked it for eight years and have never known a teacher to drop the plan after she had learned to work it successfully.

5. "I should think that the difficulty with having no duplicate books might be that some of the children might not read well enough to interest the rest of the class in a book which they had not seen."

Ans. Exactly. Neither can they read well enough to interest the rest of the class in a book which they *have* seen. What is more senseless than for nineteen pupils to try to be interested in something which they have read and re-read, while it is being read by the twentieth pupil in a more or less imperfect way? We do not ask the pupils to listen while one is reading. The nineteen are reading each his own book, while the teacher is trying to help the twentieth pupil work out his salvation. The others are all quietly absorbed in their own books, unless the one reading or relating what he has read makes it so interesting that the others pay attention of their own accord. The others are permitted to listen if they choose to do so. Often they listen with great interest and make up their minds to read that very book. So that a book is often promised four or five pupils "ahead." There is very little advantage in pupils' listening to the reading of other pupils of the class, so far as its assisting them in the ability to read is concerned. The difficulties of reading must be mastered by each pupil for himself. They will be mastered much more easily if the pupils are reading something which

interests them than if they are reading that which is simply a dose prescribed by the teacher.

6. "The child who becomes interested in his story might destroy the connection of one lesson with another, so far as the class is concerned, by going on with the story by himself."

Ans. That is just what we want him to do. He is reading the book for his own benefit, and the Lord pity him if he does not get interested in it sufficiently to go on with it after the lesson is over. He is not his brother's keeper in this matter. He is not reading the book for the benefit of others, but for himself. He will be placed on the "lock step" enough in other studies. Why not let him "gang his ain gait" in this one? He is often asked by the teacher to give the connecting matter between the two lessons as a reproduction story. And the animation and interest with which he gives it is evidence that the book has gone to the spot.

7. "Is the average child's command of language sufficiently good to render this exercise instructive and interesting or even tolerable to the class?"

Ans. After a little practice a pupil will talk in a much more interesting manner than he will read. Besides, he is not obliged to make it interesting to the others of the class. They are interested in their own books and do not need to try to be interested in his exercise. The exercise is for his benefit and for his only. The others will have their day. This "pot-shooting" at a whole class is neither desirable nor necessary. So far as his vocabulary is concerned, can any better way be devised for its improvement than to have him reproduce something which he has read with interest? He naturally uses many of the exact words of the author in his reproduction and thus makes these words a part of his own mental furniture much better than if he had surrounded them with a definition. For both oral and written language, this reproduction work is invaluable. But if you had prescribed a dose for the child to read, his reproduction would be lifeless and void of interest to him and to all who were compelled to listen to him. Each pupil can not be heard every day. But when he is heard, more time is taken with him. The teacher does not need to probe him on everything he

has read to see whether he understands it or not. If he does not understand a book he will not read it, since he is not compelled to read any certain book at any certain time.

As far as their general reading is concerned, the influence on the children of Pomona may be judged from the fact that a little over a year ago the reading of the children supplied by the public library was 71 per cent. fiction. Our last report showed that while the amount of reading had almost doubled, the per cent. of fiction had decreased to 39 per cent.

One of the great advantages of the system is its economy. The money which is used to buy twenty books of a kind, enabling each pupil to read one book, under this system will buy twenty different books, for the same pupils. I do not take much stock in the ordinary school-reading-hash-book. Pupils ought to read something of some literary merit. Under our plan they will do this to an extent that will surprise any one who has not tried it.

Very truly,
P. W. Kauffman,
Superintendent

HOW THE TEACHER CAN HELP THE LIBRARIAN

An account of this same work by Miss Mira Jacobus, who succeeded a little later to the librarianship at Pomona, was read by her before the Library Section of the N. E. A. at its meeting in Los Angeles in 1907.

Mira Jacobus was born in Junction City, Kan. and after graduation from Los Angeles High School, spent three years at Wellesley College. She took the training course in the Los Angeles Public Library, and after three years there as an assistant was librarian of the Kamehameha Manual School, Honolulu until 1905, since which date she has had charge of the public library at Pomona, Cal.

There is much that might be said about the theoretical relation of the library and the school. But as to this, in the words Mr. Hale put into the mouth of his immortal double, "There has been so much said, and on the whole so well said, that I will not occupy the time." So, not laying again the foundation, we will adopt the distinction already laid down by others, that "the library's mission is to continue the work of the schoolroom along new lines," "that the school should furnish an impulse to individual tastes, and the library the means to direct that impulse into systematic lines of reading."

We may go at once to the heart of the matter: how best can the teacher impart this impulse?

First, she must herself read books and love them. Nothing will take the place of this "invincible love of reading."

The reading she does to get information must be supplemented by that she does because she would starve without. And this again must be supplemented by what acquaintance she can get with children's books.

So much for the preparation of the heart. What is she to do in the classroom? She may first systematically train her pupils in the use of books as tools. The primary requisite is a knowledge of the alphabet. This is, I believe, no longer fashionable, but it is handy to have.

The boys and girls should be taught the makeup of a book, the special use of title-page, contents, and index. We find many a person who does not know these things. You will help them greatly if you do no more than this.

When they have learned how a book is built, tell them that as books have indexes so have libraries. If you can, explain the use of the main bibliographic aids, the shelf lists, the catalog, the periodical indexes, etc. But at any rate, let them know that a library is not a trackless wilderness. It has guideposts and guides, in the persons of the attendants. Encourage them to learn the main trails.

Teach them the proper care of books, and respect for library property. Handle books carefully, and insist that students do the same. If you have a loan collection of library books in the schoolroom, have a formal record of those who borrow them. If the class is free to pick up a book and carry it off, as some advise, the books will indeed be picked up, and not laid down again. A business-like record will save the trouble of replacement.

So much for the use and care of books as tools. They are that, but to you and me they are more than that, they are friends. Shall we not introduce them to the children? The schools of Elgin, Illinois, have (or had, for I am not sure just what they are doing now) a very good plan for this. Lists of books are copied on the blackboard of each room. The children are urged to read five, and are encouraged to read more before they are changed at the middle of the year. No compulsion is used, but each pupil is credited with the number read. The books are freely discussed after reading.

In Pomona we use a plan which we think excellent. A list of recommended books is made out for each grade from the third to the eighth. These books are all in the library. The children become members of the library, draw their books like any other citizens, and use them in the reading classes. Each child keeps a record of the books he reads. He may read as many or as few as he chooses, and just what he chooses, within the limits of the carefully selected list. I need not point out what opportunities such a plan gives the teacher to direct and inspire the child's reading, to teach him the use of the library, to make him a lifelong friend to books.

What about the teacher in her direct relation to the library? How can she help the librarian and herself?

First, you may acquaint yourself with the local library, its rules and its tools, its limitations and its resources. It will not take you very long to get an idea of its scope in your own field. Ask to see the shelf lists and the catalogs. Even if the shelves are not open to the public, you can probably get permission to examine them. Ask the librarian what other material is to be had along your line of school-work. If the library issues a bulletin of new books, keep up with this. Then when you send your class to us, you will not bewilder them and drive us into a frenzy by bidding them to read what is not there and never has been.

Learn to ask for the specific subject you have in mind. Let your culture demonstrate itself in your clearly defined requests. A man once came to me and asked for books about fruits. I gave him some general works of reference, and asked what fruit he was especially interested in. He replied, "What I want is the onion." I ran down the odorous vegetable, and set before him a new lot of books, but after examining them he still did not look satisfied. "You see," he finally said, "what I really want is the effect of the onion on the human system." This is about the way most people present their needs. The skilled and patient librarian can ascertain your real object. We develop an intuition about it. But it takes time, and not always do we have time, and not all of us are patient, I am sorry to say.

The New York Public Library has arranged lists of books for each week, to correspond with the schoolwork. The books are set aside between the dates given. Other libraries would do the same and gladly if you would tell us what you are to need. So if your plan book calls for the life of John Adams the last week in October, why not notify the library and ask that it be reserved, or purchased if not already on the shelves. This will be a help in several ways. Library funds are usually limited, and we buy first to meet real needs. Second, we usually have some necessary red tape which prevents book-purchase at very short notice. While for an occasional emergency the tape may be cut, such a practice is unbusiness-like, and, if a little fore-thought be used, not often necessary. Third, and here is where your bread on the waters returns to you, you will thus be reasonably sure of having the book when you wish it. Knowing it is needed on a certain date, it will be picked out from the other new books and hurried thru or it will be reserved from general circulation. Or, if old and disabled, it will not be sent to the bindery till after you have used it.

If you can not make out a list so far ahead, you can at least let us know a few minutes beforehand if a class is to be sent in for study. Send a boy ahead, or telephone in the morning that they will be in for material on the tariff or industrial arbitration, or Arbor Day. It takes little of your time, and it helps us wonderfully. See how it works. At 4:30, when everybody is asking for the last novel, and all the club women are getting up papers, in come twenty-five youngsters, each with a hazy but urgent demand for something on arbitration. It takes some time to translate their request into its original form, that in which you gave out the subject. It takes a while longer to get together twenty-five good articles. In the meantime, the children are wandering aimlessly about. Our caustic old gentleman—every library has one, and he is a fine mirror for librarians—asks you if you are conducting a kindergarten, and why these children are allowed to disturb real workers. Or, maybe the class does not all come at once. One or two canny ones do, quietly draw out the best material, and keep it.

No one else has any show. Now look at this plan: word comes in that the class is to use the references on industrial arbitration between the dates named. May the books be held at the library? The books are collected, marked non-circulating, and placed on a special table. A list is made. The boys and girls settle down at once, and the fiction-reader, the club woman, the caustic old gentleman, and the timid stranger, all get their need of attention.

Apropos of reference work, please look upon me as pleading with you in the name of all the librarians of the country, when I say this. Don't draw out all the books of the library on a subject, and then send your class to the library to look up that same subject in those same books. This is the universal crime. When the class comes in we may explain all day that the books are out. The answer is ever the same, "But Miss Smith said we would find the books in the library." I wish this was an unusual thing. But it happens daily. Please, please don't.

Familiarize yourself with the possibilities of books, and do not send children for information which cannot possibly be had. An infant once came to me for statistics of persons killed by fire and flood since the beginning of the world. Not very long ago a youth was sent in for a statement of the private capital of United States citizens that is invested in foreign countries. The World's Almanac will do wonders, but it cannot help there.

Remember that "sources" are not always to be used. There is a curious prejudice among some people against the encyclopedia. I do not know why. Most questions asked by most people are answered to their best satisfaction by either the encyclopedia or the dictionary. But many a pupil who hardly knows the order of the alphabet is sent in with instructions not to use the encyclopedia. You will say, "This research work is to teach the use of books." True, oh king! So is a college exercise in the method of least squares to teach mathematics, but you do not assign it to a sixth-grade boy.

It is not so very long ago that a little girl in the eighth grade came in for something about kitchen middens. The

child was from an unlettered family, and of no very great intelligence. Knowing this, I gave her Champlin's *Young Folks Cyclopedic of Common Things*. It contains a simple account of kitchen middens, all that could possibly be required in gradework. The child refused to use it. "Teacher said not to use the cyclopedia." The only other material we had was in archaeological works just as intelligible to her as so much Greek. In the name of common sense, what was gained here by using "sources"? It would have helped that child, that teacher, and myself, if I had been allowed to give her the book best suited to her.

Again, please remember that the library has its rules, and the library board has scorned delights and lived laborious days adjusting them to bring about the good of all. You who inculcate obedience should not reckon our laws as naught. If we do not renew books for you, it is because someone else needs them. We try to look all around the circle. Will you not look with us, and away from your own tiny arc?

Remember, too, that the library likes order. We like to preserve the atmosphere of quiet, of dignity, that befits the place and its purpose. You can help us in this if you will remember not to break our rules yourself. We like to have teachers work with their students in the library. But when a teacher treats the reference room as if it were her own schoolroom, and disturbs its calm by long and loud lectures, that is a violation of our rules and of the rights of others. If you wish to show your class how to use Larned's History for Ready Reference, or to discuss a passage in the *Lady of the Lake*, ask if there is not a room you may use. There is usually some place to be had, and many libraries have special rooms for no other use. How can we silence two young people who are noisily whispering if at the same time the teacher is doing the same thing? Now I can understand how the teacher may be drawn into talking about her work in the library rooms; but—*horresco referens*—what shall be said of the teacher who chooses the library to discuss chif-fons with her dear friends? Had you seen, as I have, angry looks from men and women, and surprised looks from pupils,

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you would never permit yourself this courtesy. You can help us here very easily and very materially.

But the wise ladies answer me, yes, I return answer to myself, "All these counsels have most teachers followed from their youth up." It is true. Your burdens are heavy, but you are always ready to help us with ours. I take pleasure in acknowledging our obligation, and in renaming this talk, "How the teacher *helps* the librarian."

HOW TO MAKE THE LIBRARY OF GREATER SERVICE TO THE STUDENT OF SCHOOL AGE

The following paper, read before the Library Section of the Michigan State Teachers' Association, at Saginaw, Mich., in October, 1908, emphasizes some of the points now considered by most persons essential in co-operation between library and school. The author, Samuel Haverstick Ranck, librarian of the Public Library in Grand Rapids, Mich., has developed his library to an unusual degree, in the direction of practical public utility. He was born near Lancaster, Pa., in 1866 and graduated at Franklin and Marshall College in 1892. He became an assistant in the Enoch Pratt Free Library of Baltimore in that same year, its Assistant Librarian in 1898 and in 1904 entered upon the Grand Rapids Librarianship.

The problem of connecting the library with school work and with the students in school is one that has been receiving more and more attention during the past few years, both on the part of teachers and on the part of librarians. The importance of the subject is worthy of all the thought that is given to it. The public school deals with the child of from five to twenty years of age, though as a matter of fact the large majority of children in this country are out of school at the age of 13. For the rest of their lives public educational influence comes in contact with these people largely or entirely through the public library. It is of the greatest importance, therefore, that the library should connect with the children while they are yet in school.

In spite of all the things that have been added to our school curriculums in the past generation, and the varied emphasis placed on these different subjects, it still remains a fact that reading is the most important thing the school can teach the child. The ability to gain ideas from the printed page, to translate the printed characters into ideas, thoughts, motives, actions, which make for character and for efficiency, is the greatest thing any one gets from school, for this opens up and makes possible the gaining of knowledge on any subject which one may desire to take up in after life and enables him to feel through books the influence of the greatest personalities in the world's history. If the school and library fail in giving the child this ability, the loss to the child is one that he can never fully overcome. To permit such a failure is nothing less than to commit a crime against the child.

I shall not dwell upon this subject further, but shall take it for granted that every one here believes that reading and the use of books and the library is an important part of the child's education. My purpose is to discuss more particularly some of the ways and means for bringing about this desired result; that is to say, the closer co-operation of the library and the school with reference to the pupils while they are still in school.

First in importance in this whole matter is the work and the influence of the teacher. The teacher knows the characteristics of the child's mind in a way that the librarian cannot, and is, therefore, in a position to influence the child's reading in the best possible manner. The library may be the means for supplying much of the reading matter, but in many instances this problem is solved more or less successfully without the aid of the public library. However, where the library and the school are working together, side by side, there is a great advantage to every one concerned.

For the teacher's influence in this direction to count with the child, the first requisite is a knowledge of books that appeal to children, accompanied as it must be with sympathy for the child and child nature. Another essential is that the teacher should be firmly convinced that the greatest service the school can do for the child is to send it out into the world

with both the ability and the desire to get ideas from the printed page. It is right here that so many of our teachers and schools fail—but that is not a part of my story. Where there is a librarian in the school building part of this work which ordinarily falls to the teacher can be taken over by the librarian, but even then the work and influence of the teacher in this direction ought not to be overlooked or neglected. It is much easier and more satisfactory for one teacher to keep in touch with the reading tastes and the intellectual and moral needs of some forty pupils than for a librarian to keep in touch with five hundred or a thousand. The advantage of the teacher, therefore, comes from dealing with a smaller group of persons.

In this connection, by way of concrete illustration, it may be of interest to refer briefly to how some of these problems are being worked out in Grand Rapids in co-operation with the Board of Education. In every one of the public school buildings of the city, except a few which are near the main library building, there is a collection of from three to eight hundred books selected and maintained by the library, except that the records of circulation are under the control of the principals of the schools. Card catalogs of these collections are also being made for the especial benefit of the children. The helpfulness of such a school collection to the children is universally recognized in our city. A similar plan is in vogue in other cities, notably in Milwaukee and Buffalo.

In addition to these school libraries, the library sends to the schools, as requested for class room work, a selection of books on topics under discussion or study, in its system of travelling library boxes. These boxes hold from thirty to fifty volumes, according to the size of the books, which may be selected by the teacher or by the library along the lines suggested by the teacher, both methods being followed. This box service adds immensely to the interest of the larger pupils in the subjects they are studying by giving them a wider range. The books are used in the school room, or are taken home by the pupils for additional study or supplementary reading. These boxes are sent out for a period of four weeks, but they may be exchanged oftener if desired.

The most interesting development of the relation between the library and the schools in Grand Rapids is the establishment of branch libraries in school buildings for the use both of the pupils in the school and for the people of the whole neighborhood. The Board of Education for such branches supplies the heat, light, and janitor service and equips the room, and the library supplies the books, the periodicals and the librarian. Two dozen current periodicals, including a daily newspaper from Chicago, are kept on file, and in each of these collections there are at least 1000 volumes, new books being added from time to time at about the rate of 10 a month. The collections are more or less of a general nature, about half of them being for children, but this winter we are placing into four of these branch libraries 200 volumes which have been chosen wholly with reference to the work in the schools. These will be known as school reference books. They have been selected with the greatest care on the part of the principals and the library. They will not circulate except during the vacation periods. At other times they will always be in the library for the use and special benefit of the school children. In this way there will be in each of these school buildings from three to four hundred reference books, more than half of which relate directly to the school work, besides 1000 or more volumes for general circulation. Many books in the school reference collection are duplicated and thus available for circulation. Just how this plan will work out we are not yet able to determine, but we believe that it will strengthen the teaching work of the school immensely, and that it is a legitimate function of the library to take charge of the work, if for no other reason than to get the pupils while in school in touch with the library, so that the library may hold on to them, as it were, after they leave school.

In all of this work the personality of the librarian who works with the school children is of the utmost importance, not only in making the library and the books of the greatest service to the child, but also in creating the desire to continue the use of books in the right way through life. Indeed, in all work for children too much emphasis cannot be placed on the personality of both the librarian and the teacher.

Other ways of making the library of service to the children of school age, which we are using in Grand Rapids, are for the children's librarian to visit the schools throughout the city, both public, parochial and private, and address the pupils on the use of the library and the use of books; to have these children come to the library in classes with their teachers to receive instruction in its use with particular attention to the classification and use of the card catalog; the giving of weekly "story hours" conducted by the library at six different points in the city, and to which the children come only because they enjoy the stories told—the stories being designed to serve as an introduction to the masterpieces of literature or to some particular book or books; the giving of illustrated lectures under the auspices of the library in the school buildings where branch libraries are maintained, the subjects of which are frequently of special interest to the school work of the child; the reserving of books from the circulation department of the main library on the shelves in the reference department on subjects being studied in school, for the special use of the children and the teachers. All of these efforts help to bring the child directly in contact with the library and serve to introduce him to it. The instruction work we regard as of very great importance, and we already find that children of eight to twelve years understand the card catalogs, and can use reference books and the whole library much more satisfactorily and understandingly than a large proportion of the adults. In short, we are endeavoring to train the whole rising generation to be intelligent readers, and students and workers on their own account. This instruction in the use of the library is also done for the High School students, the emphasis there being placed on the use of Poole's Index and other reference books in the reference department of the library. The value of all this work to the child as a student in school is a factor of no small importance, for the teachers universally admit that the children who read good books are getting much more out of their school work than those who read bad books or nothing at all.

Another feature of the work of connecting the library with the child and the school is the fact that the principals

in the public schools return to the library the names and addresses of all those who leave school permanently. These are followed up by the library with a personal letter to each in the effort to get them to continue their education through that institution. Accompanying the letter from the librarian is a leaflet entitled "The right start; or, don't be a quitter," telling why it is worth while for a boy or girl to continue to use the library after he leaves school.

To sum up, the conclusion of the whole matter is that the library and the school should co-operate in every possible way in this work of making the library of greater service to the child of school age. This cannot be done satisfactorily by each working alone. Each must learn to know more of the work of the other. The teacher must learn more of the best ways to use books and libraries—a knowledge, by the way, which too many teachers lack; the librarian must understand the problem of the school—a problem about which most of us librarians have much to learn. And finally the librarian and the teacher must know each other. For this better understanding we have been holding for a number of years an annual conference on children's reading. In this conference teachers, parents and librarians always take part. We must work together, and to do this to the greatest satisfaction a number of details must be adjusted so that the routine of the two institutions do not conflict with each other. This, however, is a matter of detail and not a matter of principle. But it can be done, it is being done, and it will be done more and more as we are gripped with the idea that the welfare of the child is the one thought that all of us must always keep to the front.

THE READING OF HIGH SCHOOL BOYS AND GIRLS

One of the most important problems before the school is the teaching of its pupils to love books. This is difficult for two reasons, first, because its efforts must be preceded by home influences that many children do not have; and secondly because teaching, unless watched, tends toward formality and standardized methods, and formality is too apt to breed dislike. Light is thrown on this question by a paper read by Percival Chubb before the New York State Teachers' Association at Rochester, N. Y. in 1910.

Percival Chubb was born in Devonport, England, in 1860 and educated at the Stationers' School in London. After 10 years' service under the Local Government Board, he came to this country, where he has become widely known as a teacher and lecturer. He has been head of the English Department in the Manual Training High School of Brooklyn and Principal of the High School of the N. Y. Ethical Culture Society. Since 1911 he has been leader of the Ethical Society of St. Louis, Mo.

What I have to say specifically on this subject may be said in a very few words. After having said it I shall beg leave to add a few remarks on the functions of the library in the education of the young, and trust that I shall be excused if I cut a wider swath than my particular topic seems to call for. I shall not attempt to deal with

it in any general way, but will contribute facts drawn from my own experience and the conclusions to which they have led me.

Let me say frankly at starting that the library problem does not bulk large in my high school experiences. I wish it did; but I intend to be candid in reporting the actual facts of the case. The chief reason why the library does not come in for a great deal of consideration is that the use of the library—aye, the use of the books—does not bulk large in the lives of the young men and women with whom I have had to do. They do not read much either during their high school period or after it. Books play but a small part in their lives—that is, outside the books which they use as tools in their school work or in their vocation. The part that books do play is chiefly decorative; they are used to adorn a room much as a college flag is used. Later on, when an apartment is to be furnished, a few bargain sets are added to the furniture of the parlor as a piano may be, or, perchance, a Bible. What time is devoted to reading after leaving school or college goes to the newspaper and the magazine. I have during the past few years directed the studies and the reading of groups of young men, college trained some of them, in Sunday evening clubs and classes; and I have found it hard work to get them to read even a single chapter of an assigned book in preparation for our Sunday discussion. The young men and young women of New York city—and it is specifically of New York city conditions that I speak—devote what leisure they get to the theater and vaudeville, concert and opera, the public meeting and social gathering. They are overwhelmed by the distractions of a great city.

Under such circumstances it becomes mere fussiness to devote much time to training high school students in the use of libraries. A half hour of explanation will serve to induct the average boy or girl of reasonable intelligence into all that need be known about the mechanism of a library in order to enable them to get from it what they need for the purposes of high school work.

My own main purpose as a teacher of English is to get my pupils to love books. I try to make a beginning by

getting them to respect their town textbooks, or some of the more respectable ones at least. It is possible, I believe, to get them in time to become curious about books, about each other's small collections and the additions made to them from time to time. Thus, after the Christmas vacation the teacher may invite them to bring to school the volumes which they have received as Christmas presents. In time they may be induced to spend a little on books and to build up a small choice library of their own. The teacher may bring in his own books, gloat over a new acquisition, and hint at the wonders that may be found between its covers.

Before reporting a few significant facts as to the relation of our own school library to high school work I may premise that we have an excellent working library at the Ethical Culture school. It is an attractive place and is much used for study, research and miscellaneous reading. Students like to go to the large, bright room that has a charm and a dignity of its own; they find it a pleasant change from the classroom. It is primarily a laboratory, a toolroom equipped with the purpose of allowing the students to supplement the textbooks which they use and enrich their stock of knowledge on matters about which they are studying.

Now the main fact about the general reading of the boys and girls in the school, which includes the elementary grades as well as the high school, is that most of the unrelated reading, or reading for pure diversion, is done in the elementary school. This reading decreases noticeably in the seventh and eighth years of school life, and amounts to very little in the high school. This fact is easily accounted for. The lives of the high school boys and girls are too full. In the first place, their studies exact from two to three hours of home work daily, a great increase upon the time demanded in the elementary grades. In the next places, their lives are full of manifold interests, both within the high school and outside of it. There are clubs of one sort and another—musical, dramatic, literary, debating, French and German circles, and other high school organizations. Athletics claim some time, as they surely

should within reason. There are besides school excursions, parties, dances and entertainments. In my view, all this is as it should be, so long as these competing interests are kept within bounds. They are vital, formative influences not to be dispensed with.

In the next place the regular school work calls for not a little research, and this is true not only of the work in literature and history, but in science and even in mathematics; for it is a cardinal requirement of our course of study that every subject shall be considered from the historical point of view and that some knowledge of its development and of the great men who have furthered it shall be acquired by the students. This requirement is enforced by means of one of the annual festivals of the school—namely, the All Souls Festival celebration, when the students present in short, memorial notices the names of chosen workers in each of the fields of human accomplishment.

Naturally, the work in English calls for more collateral reading and more exploration in the library than any other subject. Are we studying some Homer in the first year of the high school?—our textbook version is compared with other standard translations (and I may say that this method of comparison yields more fruitful results in developing literary taste and judgment than does any other method). Are we reading short stories—Irving or Hawthorne?—the student ranges in an excellent collection of the works of the best short story writers to find parallels and contrasts. Are we studying Stevenson? we quarry in his letters, essays and poems. Or is it Macaulay's essay on Johnson prescribed for college entrance?—then, by way of making Johnson a reality, each student (following a common requirement throughout the course) is expected to report on one item in a list of suggested readings—Rasselas, London, one of the lives of the poets, or a section of Boswell's biography. Then there is much use made of anthologies to supplement Palgrave's Golden Treasury, and of biographies in various connections and for various purposes. Probably there is no work of reference better known among our students than the monumental Dictionary of National Biography. But the teacher of English soon discovers that he must be-

ware of asking too much of his students, or the outcry is raised by other teachers that English is monopolizing too much time to the injury of other studies.

Knowing all this, the best the teacher can do to increase the range and to deepen the interest of his students in the principal literature is quietly and persistently to quicken their curiosity and slowly develop a feeling for good books. He will post a newspaper notice or review of any book that pertains to an author who is being studied. If possible he will bring the book to class. Furthermore, he will find frequent opportunity for slipping in the remark *apropos* of any work that calls for mention. "By and by I hope you will find time to read that glorious book;" or, "that volume, now, which you should some time slip into your grip when you go away for a vacation; it is a book which should be in one's pocket at the seashore, the mountains, or in the woods," which leads me to say that as the summer vacation offers the best opportunity which our students have for miscellaneous reading, a good list of volumes appropriate to summer browsing is one of the best and most helpful library lists which can be compiled. I have seen one or two creditable lists of this sort; but one with a genuine vacation flavor has yet to be compiled.

The teacher of English must not claim too much for his subject and expect too much from his pupils, and, above all, he must not "gush" about books. It is the quiet, assured enthusiasm that counts—the teacher's own unostentatious reverence for books and his fine scrupulousness in handling them. He must hate to call forth any pretense and unreality from his students. Soggy sentimentality must have no chance. He must discount the assumption of literary virtue on the part of those who do not actually possess it.

Although something of a bibliophile myself, I do not lament the rather small consideration given to books by the younger boys and girls; nor do I believe that the extensive use of libraries is essential to the salvation of children. I speak of the conditions that obtain in our great modern Babylon, the city of New York, when I say that the library may easily usurp the place of more important activities. It may usurp the place of the playground, the open air,

nature. These things come first. Books should have a subordinate place in the life of the young child. The child who is a bookworm is commonly the diseased child; or if he is not the diseased child, he is the child whose life is so unnaturally circumscribed that he cannot live the normal life of a healthy child. Unfortunately, in our crowded city of New York the library may only too easily become a refuge from the street and a substitute for the playground. When I read the exultant statement of a librarian that daily from three to five her library is crammed with children, I find myself exclaiming, "ah, the pity of it, the scandal of it." Those children should be out of doors at play and if their play were the time-honored play of children through the centuries, it would include the vital elements of literary education. For the child, books are merely the cold-storage plant of literature. Literature should live in song, story and drama, as these are handed on in singing games, rhymes, ballads, dance-dramas, etc. Through these, the proper heritage of childhood, the child would be receiving most vital training in rhythm and rhyme, be amassing much literary treasure, forming taste and liking. I am, as I have ventured to assert, a book-lover; but my love of books must give way to my love of children and to the love of what is most precious in books —that is, the soul of song, the love of story and of dramatic representation. Books, after all, are a comparatively modern invention, and the lover of what is preserved in them (I think of the great German, Herder, in this connection) cannot regard the invention of printing as an unmixed good. The Greeks knew their Homer without books better than we know Milton or Tennyson with them. The England of Elizabeth and of our ancestors was fuller of song and story and drama, of minstrelsy and balladry, of mumming and folk game and pageantry than is the whole of our own huge country to-day. For the widespread social or folk culture of those former days we have substituted the restricted individual book culture of to-day. For the self-amusement of the folk by the commonly practiced arts of song and story and drama we have substituted amusement by the caterer and manager.

What we need then to-day, rather than the unlimited

increase of children's libraries and of child-readers, is the development of those literary arts which are proper to the child as they are to the childhood of the race. For this reason it seems to me that perhaps the most hopeful achievement of children's libraries in this country has been the development of story-telling and the institution of the story-hour as a part of library work. Why not develop further along this line? Let us add the song and the ballad, which, like the story, are things to be heard and to be participated in rather than things to be read; and then, as is the case with our best school practice, let the story be not merely recited, but acted—the child's way of reproducing a story.

The day will come let us hope, when, besides the library as one form of literary culture, there will be the music room or music hall, where the lyric accomplishments of the race may be known through song, as they were intended to be known; and next door to the hall of song the theater or hall of drama, where the dramatic products of the race, which were written to be presented, to be seen and heard, may become familiar to the people; and surrounding these buildings there may well be the park and pleasure for the outdoor story circle, for the popular gathering at which the great songs and choruses may be sung, and where the pageants and festivals appropriate to great occasions may be held.

It will not be concluded, I trust, because I have thus given priority in the literary culture of the child as in the literary diversions of the people, to literature in its fundamental, non-bookish form, that I fail to recognize the fact that the library has its specific and proper function, and that, as an institution, it has of course come to stay. The popular library with its many branches is the product of modern conditions of city life and has become a necessity in such a city as New York for the reason that for the poor of our great cities the private library and the private reading corner in the home are gone, or are rapidly going. And if the reading room of the library is to be a substitute for reading accommodations in the home, it is as a place of literary resort rather than as a laboratory that it is to

be regarded. Let us make the most of it as such. Let it offer a quiet and comfortable retreat to every would-be reader at all times, and especially on Sundays. Let it be not a mere stackroom for books, but let it reflect in every possible way the piety and enthusiasm of the real lover of books by its small cases of choice volumes, by its prints and illustrations, its portraits and autographs. A library should communicate the spirit of the bibliophile as the art gallery or the science museum should express the spirit of the lover of art and the lover of nature.

And in the spring its doors should be opened toward a pleasant and inviting prospect without, so that there may be reading beneath the trees in our public parks, by means of small movable libraries placed here and there in the parks, and, in connection with these, the outdoor story-telling which has already become a feature in our summer playground activities.

And may I not close with a recital of my own most vivid experience as a librarian, an experience which has taught me in the course of many years not a few important lessons and from which I have drawn some of the conclusions set forth in this address. Soon after the first People's palace had been built in the East End of London the plan was adopted of using the large hall there on weekday nights for public dancing and on Sundays for reading. I was invited to take charge there one Sunday evening of the section devoted to poetry and belles lettres. I had not distributed many books to the rather limited patronage of my tables when a small boy approached and asked me for "a book o' pomes." I was delightfully surprised by such a request and asked, "Well, my boy, what kind of poetry do you like?" to which he answered, "Oh, give me somethin' bloody." I remonstrated mildly, telling him that the library was not intended to satisfy bloodthirsty cravings; but all the time was puzzling as to what to offer him so as to take advantage of my opportunity. My eye fell on the volume of Church's *Stories from Homer*. Here surely was appropriate material. "Here," I said to the youngster, "is the story of many a glorious battle. I think you will like this very much;" and the lad went off apparently pleased. I watched

him as he turned the pages more and more rapidly until, within ten minutes, he had closed the covers. Then he rose and, with a disenchanted, not to say disgusted air, handed me back the book. "Why," I said, "what is the matter? Why have you not read it? Do you not like it?" "No," he answered curtly, "it aint no good." "Why, what is the matter with it?" I questioned. "Well, I'll tell yer, gov'nor," said he with a superior air, "it aint up to date." That book meant nothing to the small boy because he had not as a child heard the classic stories, the myths and the legends which might have put him into sympathetic touch with the Homeric narrative. This incident served to impress upon me the importance of two elements in the literary education of the child: the need of laying just the sort of basis which the story hour of the modern library is laying by means of the wide range of stories, fairy tales, fables, myths and legends with which the trained story-teller is equipping the children; and in the second place, the importance of providing also material which relates to the life and experiences of the child in his own time and environment. It is because the home and the fathers and mothers and nurses of to-day no longer supply this material and this basic literary education that the teacher, the story-teller and the library are called upon to make good the loss. May the library for its part continue to develop the work it is doing so effectively in this field and to this end!

HOW TO MAKE THE LIBRARY MORE SERVICEABLE TO STUDENTS OF SCHOOL AGE; FROM THE LIBRARY WORKER'S VIEW- POINT

Library service to children of school age, performed, not in the school, but in the library itself, developed early as an important element in school and library co-operation. Although, as has been said elsewhere, this branch of the subject is now generally referred to work with children, it can not be neglected here. It was treated, in the following paper, read before the Library Section of the N. E. A. in 1908, by one who has had experience both as a children's librarian and as a teacher of the use of libraries to teachers.

Effie Louise Power began her library work as an apprentice in the Cleveland Public Library in 1895 and was the first children's librarian in that library. She entered the staff of the Carnegie Library of Pittsburgh in 1902 and in 1904 received the diploma of the Training School for Children's Librarians. After serving for five years as Instructor in Library Use and Children's Literature in the City Normal School of Cleveland, she returned in 1909 to the Pittsburgh Library as First Assistant in the Children's Department, and in 1911 became Supervisor of Children's Work in the St. Louis Public Library.

Habits of speech indicate habits of thought. Since we speak of the teacher's viewpoint and the librarian's viewpoint we must be conscious of a difference in perspective. This does not mean a deviation in ideals or a misconception of each other's work. The ultimate aim of school and library is the same: the full, rounded development of individual character. Toward this end a body of scientific method has been evolved for each body. The library is no longer considered as a mere adjunct of the school, although it supplements and complements the school at every turn, but as operating in its own educational field. School and library hold one educational ideal but we have the teacher's viewpoint and the librarian's viewpoint since we can catch and fix the ever-changing rays of color, coming from the light of individual experience in each field. The stained-glass window appears in its true form to those without but with what difference in radiancy of detail to the one within. With this thought in mind, I will discuss the means of co-operation which seem to me to be most helpful to children in the elementary schools and students in normal schools who are preparing to teach in the grades. What I shall say is from my particular observation and experience and is of value to the extent that it is impersonal.

Let us first sum up briefly the lines of work already in operation. All libraries have made some provision for student reference work within the library; a table, a corner, or a room where he may have access to books of information which supplement classwork in school. The earliest co-operation took this form and all other has been developed from it. Now most libraries have a separate room for the children and a clubroom where teachers and pupils may meet together. These rooms are supplied with well-chosen collections of reference books and books of literature, arranged and catalogued with a view to school needs. Thus provision is made for class reference work, individual reference work, and also for quiet reflective reading, personal talks about books and writers, readings and story-telling. Small collections called "classroom libraries" are sent into the schoolrooms to be administered by the teachers. General school libraries in charge of a library worker are put

into school buildings. Lists, bulletins, and pictures are prepared for teachers and students. Some instruction in school method is given in the library training-schools. Instruction in the use of a library and the use of reference books is given in colleges, normal, secondary and elementary schools. This is supplemented in a few normal schools by instruction in children's literature and in the elementary grades by story-telling. In a few states librarians are giving instruction at teachers' institutes. All this work is planned and carried on according to local needs by teachers and librarians but the library has taken the initiative in most cases.

Studying these lines of operation we see that they extend in three directions: toward class use of books of information, toward individual use of books of literature, toward self-help in all library use.

CLASS USE OF BOOKS OF INFORMATION

Methods of reference use have been fairly well developed and we are generally agreed in regard to selection of material, but we are not of one mind in regard to the relation of such use to library use in general. The children's room should not be planned for student use only, since it should meet the needs of the child as a child, as well as of the child as a student. Here the children should be taught to use a few standard reference books selected with a view to giving them a basis for a comparative study of the larger collection in the main reference room. The children's room must take the place of the private home library to many, and therefore should give ample opportunity to seek and find the literature of the emotions. Reference books may be prescribed; literature is for individual selection and, because of this, the child may be advanced to student work in the main reference room before he is ready to be turned loose in the adult circulating department. We choose books of information very much as we choose the cabbage, for soundness, weight and form. We choose fiction and books of pure literature as we choose the strawberry—for flavor. How can we detect this flavor if we may not taste, or choose, if we may not compare? This freedom must be granted the children if they

are to develop any real feeling and critical taste for literature, and there is no attending danger if the collection of books is well balanced, the librarian a wise, gentle guide, and the atmosphere of the room such as to promote individual expression.

The clubrooms within the library provide a place for formal instruction and practically put the whole resources of the library at the service of the teachers in the nearby schools. Rare and beautifully illustrated books, pictures, and museum specimens may here be used to extend regular classwork, and the use of these rooms by teachers and pupils should not only be allowed but encouraged by superintendents.

Library lists for teacher's use with children should include a good many titles closely classified as to subject but not closely graded. The notes should be first descriptive and then critical, clear, definite, and simple rather than literary. Book specialists are apt to make notes which presuppose a knowledge of the book and the class to which it belongs. Most of our large libraries receive all publications for children on approval and the books which are put into the library collections are a very small per cent. of the books actually read by the director of the children's work and her helpers. This wide reading and constant discrimination gives them an outlook which is not possible to busy teachers who are specializing along many lines. It seems to me that the librarians who have this opportunity for comparative study of books should make the complete, annotated list, and that the teacher who comes into close contact with the children and has a full knowledge of their immediate needs should make the selected list. Lists to be put into the children's hands should be short, of the best, and annotated from the child's point of view. Complete finding lists are for mothers, teachers, and librarians and, since they necessarily include many books, for use under supervision.

INDIVIDUAL USE OF BOOKS OF LITERATURE

The clubwork, reading circles, and story hours, carried on by librarians, is the highest development of work with stu-

dents within the library and cannot fail to make itself felt in the schools to the extent to which it develops feeling, judgment, independent thinking, and freedom of expression. The object of the Cleveland library clubs is to stimulate thoughtful reading among children who are not directed by other means. Since the membership is entirely voluntary, the reading is recreative and follows the interests of the children. The director of children's work says: "They are not study-clubs in the sense of requiring concentrated effort for any length of time. Such clubs would be an infringement upon schoolwork." This work is not new and is being carried on in many libraries but some recent Cleveland experiences will serve to show the club's opportunity with children and its relation to schoolwork. A library worker had met a group of girls from the sixth and seventh grades. They were considering what they should first read together when one of the girls seized upon Eva March Tappan's *In the Days of Queen Elizabeth*, saying, "Oh! may we read this? We are studying English history in school!" This book, read together, became the center of a many-sided interest, and during the winter these girls known among clubs as the Elizabethans, read: *Kenilworth*, *Prince and Pauper*, *Men of Iron*, *Master Skylark*, and Marshall's *Island Story*. Another club prepared a travel talk on Japan which they gave with stereopticon pictures before two audiences of children, and one club delivered orations by Webster, Clay, Lincoln, Henry, and Sumner.

Thoughtful story-telling within the library has proved a most practical means of directing children's reading along definite lines. Experience in the children's room also reveals the fact that when left to his own volition the little child first reads the stories which have been told and read to him by mother and teacher. It is also true that the child whose ear is not trained to the rhythmic movement of Mother Goose, stories in verse, and other simple dramatic poetry, never chooses to read poetry for his own pleasure.

Stories may occasionally be told in the classroom by the children's librarian. She knows books and through special training and experience comes to know children. She represents a source of good books to the children and any story she may tell

may form a connecting link to a chain of good books. In selecting suitable material the teacher should not always require the historical, scientific and plainly ethical tale which is a unit of immediate value, and deprecate the imaginative story which leads to the reading of the world's great literature.

To direct the children's home reading and form their literary taste is a part of the teacher's duty; therefore the librarian must never be asked to tell all the stories. As soon as the pupils have the power to read for themselves with any pleasure, it becomes the business of the school to use this power for their richer nurture. The little child enters school with mind alert and sympathies keen. Though immature he is already an individual who must be helped to intelligent self-direction in the larger life of the outside world. He cannot be molded into manhood; he must grow into such fulness of life as his own nature makes possible. This growth depends upon the ever-changing capacity of his heart and mind and the ever-varying conditions of his environment. It is the chief business of the teacher to supply in attractive form the elements necessary for growth and actual living, and life in literature best meets this need. The child must have vital contact with the actual world, but his actual experiences do not come fast enough to fit him for all emergencies. He needs the experience of others and out of the primitive life of the race have come tales that delight all children, satisfy their present wants, enlarge their vision and stimulate to noble action. The hero is brave and courageous, with fore-thought, he is loyal to his friends and kind to every living creature; he acts with vigor and decision, outwits his enemies and triumphs over every difficulty because his cause is righteous. All the nobility of purpose of many heroes in real life are concentrated in the soul of this ideal hero and through him the children get association with a noble company. In this, pure literature equals if not surpasses history. The writer of history is limited in his choice of subject and freedom of action; the creator of pure literature has the whole range of life itself.

The teacher needs to use literature in creating environment because it embodies a wide range of experience and

because it presents the ordinary events in life in artistic guise. It is the ideal self which feels and acts in the poet's creation and the growing boy or girl who shrinks from revealing his deepest feeling may enter into this life without any embarrassment, because he is lifted above self-consciousness. He is removed for the time from the range of his immediate experience, but he comes back to it with new sympathy and freedom. Literature is indeed life, in solution. Shall we consider it merely as a recreation, a diversion, a peg upon which to hang morals?

Following the early conception of the relation of the library to students, the first classroom libraries were sent into the higher grades of the elementary schools. The gradual acceptance of these libraries as a formative influence has changed the point of contact to the lower grades and the point of contact necessarily affects the selection. In these early grades, books are largely used as a means for stimulating language expression and the selection is naturally determined by the children's interests. We find the inexperienced teacher who has developed very little theory in regard to children's reading but who understands children, intuitively selecting simple poetry, fairy tales, and stories which are the best possible literature for little children because such literature presents subjects the children like to talk about. Beginning with the fourth grade there is a more conscious purpose on the teacher's part of creating new interests which lead to a demand for books of information along many lines. The small collection no longer answers the whole need of the class. There is an immediate need for technical books which must be met and the larger need of books to feed the life giving spirit tends to become secondary. This condition may be met by placing a general library in or near the school building. Let this collection contain technical books, books in sets, standard literature, and many books for the occasional child. The question now arises as to whether this general library shall be supplemented by classroom libraries in every grade. First of all I would ask the library to provide, and liberally, for the lower grades. As to later book needs, if the teachers have ample opportunity for oral work in literature in the

lower grades, and the librarian in charge of the general library has time for personal work in her relation to all the children, there is no great need for classroom libraries beyond the fourth grade.

These school and classroom libraries should be under the supervision of a librarian with teaching experience who is able and ready to assist at teachers' conferences, institutes, mothers' meetings, and wherever children's reading is in question. She can best win recognition of her cause through the practical presentation of the literature she stands for. When she is invited to come before any company, let her drop her theory in part, select a few points, illustrate fully from available sources and she will be accepted. Her assistants should be as carefully chosen as any worker within the library and this is possible since the school libraries need not be open more than two afternoons a week.

SELF-HELP

The work of teaching the children to use the library should be shared between the librarian and the teacher. In giving this instruction both should remember that there must be a real feeling for books before any interest in the library as a source of books or the catalogue as a means to books can be aroused. That such teaching is desirable is wholly accepted in theory but methods are still in the experimental stage. We began with courses in bibliography in the college and have gone on to the source of student life; to the child, and the teacher behind the child. We have come trailing some glory and some dust of preconceived notions. We ask the child to look up unfamiliar words in a dictionary and unknown subjects in an encyclopedia and expect him to show all the keen delight of a bibliophile. If the point of contact be the use of reference books, let a familiar subject be assigned and let the book tell some things already known.

Some definite instruction in the use of a few standard reference books should be given to children beginning with the fourth grade. In order that it may begin at a point of interest, it should be given to individuals or classes rather than groups and may well be related to schoolwork. The

person giving this instruction should follow it with the children until they see some finished product, whether it be to the recitation room to hear "more than the history book tells about the battle of Bull Run" or to the back yard to see a pigeon house. One visit will fairly overwhelm her with confidence as to the result of other researches. "I found out one thing that wasn't in the poem at all. I found what they did with Paul Revere's horse," said a boy with shining eyes. Such is the spirit of live questioning. Books are dead things to the child who is laboriously copying paragraphs on the early life of Henry W. Longfellow, the middle life of Henry W. Longfellow, and the later life of Henry W. Longfellow.

The course in the Cleveland Normal School is planned to help the students to help themselves and, to be consistent, we have no librarian. The students charge and discharge their own books and put them on the shelves. They do the mechanical preparation of new books, write book cards and shelf list cards, and take an inventory once a year. The cards are not always in best form, but they are clear and the record is accurate. The instruction in the library use is given as early as possible and except for a little help now and then each student is her own reference librarian. We do not have all the problems that face the state normal school, as our student body numbers about two hundred and is regular in attendance, but I believe the working principle can be the same under all conditions. Instruction lessens the need of immediate service on the part of the librarian and leads to more independent research on the part of the student. The routine does not run so smoothly when your inspiration is weeks back and rooms away, but in time there comes a consciousness of strength into the student's manner among the books which is worth more than exact detail. I bring this into this discussion to persuade the school librarians to allow the students to do some part of the work even though it seems at first to be a sacrifice.

INSTRUCTION IN THE USE OF BOOKS IN A NORMAL SCHOOL

If the teacher is to include in his duties the instruction of his pupils in the use of books, especially library-books, evidently he himself must be trained to impart this information. Hence the necessity of including library economy in some form in the curricula of normal schools. An additional reason, of course, is that the teacher may be called upon to organize and direct a school library in his own institution. The papers that follow bear on this subject of library instruction in normal courses.

First we have one of the earliest experiments in teaching the "use of books" in a normal school, made in 1896 in the school at Stevens Point, Wis., by Miss Warren, who was then its librarian. She describes it in the following article, contributed to *Public Libraries* in May, 1898.

Irene Warren is a graduate of the Chicago public schools in 1893 and of the Armour Institute Library School in 1896. She was librarian, and instructor in library economy, in the State Normal School at Stevens Point, Wis., in 1896-'97, librarian of Chicago Normal School in 1897-'99, librarian and instructor in Chicago Institute in 1900 and librarian and instructor in the school of library economics, University of Chicago, since 1901. She received the degree of Ph. D. from the University

in 1905. She has also been connected with several of the summer library schools.

Emerson appreciated the great lack of an intelligent use of books when he wrote: The colleges, whilst they provide us with libraries, furnish no professor of books; and I think no chair so much needed. F. B. Perkins expressed the same want in a paper for the 1876 Government report on libraries, when he wrote: Not the history of literature, nor any one literature, nor any one department of literature, nor the grammar of any language, nor any one language, nor language itself, nor any form of its use, nor even any particular form of thought. It is something higher than any one of these; it is not any one subject, nor any field of investigation, but it is a method for investigating any subject in the primitive records of human thought. It might be compared with the calculus in applied mathematics, it is a means of following up swiftly and thoroughly the best researches in any direction, and then pushing them further; it seeks to give a last and highest training for enlarging any desired department of human knowledge. It is the science and art of reading for a purpose; it is a calculus of applied literature.

It was these ideas that encouraged me to formulate a remedy for the lack every thoughtful schoolchild feels so strongly all through his school course. With the help of a very interested president the work was started at the State normal school, Stevens Point, Wis. The normal and preparatory classes were divided into eight sections of about 35 pupils each. One section met one half hour each day, four days a week. The time was so short and the amount to bring before them so great, that the half hour was generally taken to talk to them, and then a list of questions bulletined that brought out the points taken up, which the pupils answered and handed in for correction. We only studied such books as were there in the Normal school library. The plan of the work was as follows:

1) Students were taken into the library and its working principles explained—the arrangement of books on the shelves, the use of the card catalog and bulletin boards, the rules and regulations read, what the librarian expected of the pupils and what they could expect of her.

- 2) Dictionaries.
 - 3) Cyclopedias.
 - 4) Other reference books: Appleton's annual cyclopedia, Poole's index, Annual literary index and Cumulative index, Century cyclopedia of names, Lippincott's gazetteer, Harper's book of facts, etc.
 - 5) Wisconsin laws regarding libraries. Relation of libraries and schools. (A copy of the list of books for district schools prepared by state superintendent of schools given to each pupil.)
 - 6) Each pupil given a problem to work out, such as—What books would you use in presenting the subject of birds to an eighth grade, and how would you use them? a) Books the teacher would use in preparing lesson. b) Books the teacher would recommend to pupils preparing lesson. c) Books for supplementary reading. List to include not only science books, but also essays, poetry, pictures, and songs.
 - 7) Periodicals. Those especially helpful to teachers.
 - 8) Clubs, home libraries, traveling libraries, public libraries, and how they may aid in school work. How to encourage children to read good literature.
 - 9) Value of notes, how to take and preserve them.
- As an example of how a subject was worked up, I will take the second talk, which was on Dictionaries. Those taken were the Webster's International and Academic, the Standard, and the Century. The points brought out were the general construction, size, binding, price, illustrations, supplements, diacritical marks used in each, etc., and a comparison of the value. The following questions to show the value of the supplements were bulletined for students to look up in these dictionaries, and tell in what one the answers were found.
- 1) Where did we get the expression Almighty dollar? Who was called the Attic muse? Which is the Bay state? Who wrote the Battle of the frogs and the mice? Who is Geoffrey Crayon, Esq.?
 - 2) What is the meaning of the daffodil? the opal?
 - 3) Meaning of "lex terrea"?
 - 4) Meaning of the following abbreviations: hhd., bal.?

- 5) Who was the Quaker poet? Which is the Quaker city?
- 6) Where are the illustrations of various snowflakes to be found?
- 7) Where are the seals of the states given?
- 8) In what books are the following characters: Agnes Wickfield, Rosalind, Prospero, Rebecca the Jewess, Old man of the seas, Ichabod Crane.
- 9) What is known as "the dark day"?
- 10) Give the seven wonders of the world.

In addition to this classroom work, a system of traveling libraries was started in the county and two home libraries in the Polish district of the town. We would send word to the teacher of a district school that we would visit him, if convenient, on a certain Friday night or Saturday afternoon, and we would like also to meet his pupils and the people of the community. We would talk to them about books and pictures and some students always went with us who sang and played for them.

There were many disadvantages in the class work undertaken. The meetings were not often enough to keep up the students' enthusiasm. The students were overworked before this course was started, and the library classes always found them exhausted from their day's work. But perhaps the most serious difficulty of all was the fact that the classes were in no way graded according to their knowledge of books.

The aim of the work was:

- 1) To show the value of the library in educational work.
- 2) To show how libraries may be started and maintained.
- 3) To show the way to use books to the best advantage.
- 4) To familiarize teachers with the best reference books, periodicals, and authors.
- 5) To acquaint teachers with the labor and time saving devices librarians have carefully worked out.
- 6) To start students on an equal basis in this line the same as they are started equally in arithmetic, language, and history.
- 7) To bring out the broad side of the subjects—the poetry, art, essays, songs, and science.

- 8) To bring out the relative value of books in the homes and public institutions.
- 9) To make possible a more intelligent and pleasing presentation of a subject.
- 10) To lead to a study and comparison of authorities.
- 11) To encourage a serious study of children's literature.
- 12) To open up the possible lines and avenues of study to both teachers and pupils. Carlyle says, The true university of these days is a collection of books.

A course in this line of work must be as carefully planned to fit existing conditions and needs as a course in history and literature. Details would doubtless work out in a much different way in some communities than they did in Stevens Point. But the questions for careful consideration are:

- 1) Is there enough of value in such a course of study as this to warrant its adoption?
- 2) Is the normal school the place for it?

VITALIZING THE RELATION BETWEEN THE LIBRARY AND THE SCHOOL

The next article gives an account of the beginnings of the course in the Cleveland Normal School. This is noteworthy as coming from the school side.

May H. Prentice is a graduate of the Western Illinois Normal School and is now Director of Training in the Kent State Normal School, Kent, Ohio. Miss Prentice began teaching in the country schools in Ohio in the early eighties and later entered the Cleveland Public Schools where she taught in all primary and grammar grades and later in the City Normal School. She was one of the first teachers to use the class room libraries sent out by the Cleveland Library in 1885 and it was largely through her influence that a course in Library Instruction was introduced into the Cleveland Normal School in 1901.

Years ago a little girl ran down a country road to meet the light wagon returning from town with the purpose of climbing into the back and so getting a ride. Without turning, the wise elder brother spoke from the driver's seat: "I wouldn't undertake that if I were you." And over his shoulder a breathless but dignified voice answered, "But I have already undertaken it!"

A similar answer might reasonably be expected from the library to any well-meant but tardy advice from the school-side in regard to the vitalization of the relation between the school and the library. It has already been accomplished, and comparatively small thanks are due to the school for its doing.

Graded lists of books, special lists of materials for occasions, library league work, the establishment of school branch libraries, all these have been the work of the library in a much larger measure than of the school.

However, there are many teachers who share the library's buoyant faith in the blessing which books bring. These have been first to appreciate all which the library has offered them. They have accepted all that has been offered them and asked for more. They have circulated library books through their own schools, sometimes at considerable cost and trouble to themselves, and for years have done all in their power to make their pupils wise and discriminating patrons of the library. That the children of their care and love might have life and have it more abundantly—that is why they have done these things.

These teachers are comparatively few.

That it is any function of the school to give joy to its children is an idea of slow growth. A child's school-time is usually thought of as preparation for living and not as living itself. Hence the rebuke of the teacher to the child who interrupts the "nature-lesson" to blow the thistle-down which waves over his head, or to watch the bee which booms against the window-pane, or the hawk which floats lazily against the blue sky. Life is such a wild, wilful, irregular thing. Quietude, prudent inaction, is so much safer.

So with books. It is the old search for life, life, more abundant life—for knowledge of it, for entrance into it—which sends the child to the fairy-story, the boy to the tale of adventure, the young girl to the story of romance, the older man and woman to the realistic novel. And it is the instinctive feeling of the teacher and parent that life is a dangerous force and difficult of control which has made school and home look askance upon reading which the child finds too enjoyable.

There is another feeling or belief which lies back of our doubt of work or study or reading which is too enjoyable. It is in regard to the part which love of ease plays in human enjoyment. Love of ease is strong in human nature, and the man who tries to get his knowledge of human life mainly through the novel has indeed sought a short-cut to his end

which will bring him but a short distance on his way. This is not the time nor place for the discussion of the value of fiction, but undoubtedly we are inclined to believe that man's indolence is a strong factor in man's enjoyment of certain lines of reading, and indolence is a bad thing. Therefore, we distrust the value of such reading. Whether we like or dislike it, however, we are obliged to admit that fiction is a permanent form of literature, that our children will read it, and that the question for us to settle is shall it be good or poor.

What then, has the teacher to do? Two things: To be the atmosphere from which the child breathes in love for and delight in good books. This is first. All things in the way of learning are possible after this. Second, To be the pupil's guide and director in what may be called his "laboratory practice" with books.

The Autocrat, mellowest of men of ideas, once suggested that every college and university should have a professorship of books. The Autocrat was an ingrained aristocrat, although one most mild and kind. The true democratic idea is that a professorship of books should be established in every school room.

But how shall the blind lead the blind? How shall the teacher who herself never has learned to know, to enjoy, and to choose good books guide others to do so?

The library is a storehouse of great thought, an unfailing source of healthful recreation, but also the library is the mine in which the practical man and woman, the lawyer, the machinist, the scientist, the teacher, must dig deep for information, if he is to keep near the head in his own line of work.

So far, as I have said before, nearly all organized effort to teach the teachers along these lines has come from the library. Certain normal school and college librarians have done much, but to a large extent the work has been on sufferance. Odds and ends of the students' time and attention have been given to it.

The desirable thing is that the study of juvenile literature and the use of the library shall take equal rank with other studies in the preparation of prospective teachers;

that the normal school, the pedagogical department of the college and university, the teachers' summer-school and institute, shall recognize this subject in their curricula.

The practical side of library use—its use for information—is easily seen by the public, and schools for teachers can quite readily be induced to make room for the course of study suggested.

In the Cleveland City Normal Training School an attempt to carry out such a course of study has been made. A term's work is given in juvenile literature and the use of the library. Moreover, this subject is placed upon an equality with the philosophy of teaching, history of education and psychology.

As yet the work is not thoroughly organized. We feel, however, that some things of value have been already accomplished.

In a twelve-weeks' term a class of 116 prospective teachers (the junior class of the school) have taken notes on a series of talks on reference books. They have learned something of the comparative value of various standard encyclopædias, gazetteers, dictionaries and indexes, and they have been sent to the public library a half-day at a time to do work which required the use of these.

For instance, a study of the life of Robert Louis Stevenson was made for the purpose of giving a talk on the subject to fifth-grade pupils. The students were required to look up all the available material in the library, looking not only in the printed and card catalogs for individual and collective biography, but in the various indexes—Poole's, the Annual, the Cumulative—for magazine articles. They were required to select the four or five articles found most valuable and to estimate their comparative value for the purpose in hand, making definite statements of the points of value. They were required to make careful and well-worded notes from the best material available, either books or periodicals, always giving the source, and to read these notes in class subject to the criticism of their instructor and school mates. And, lastly, they were required to write the story of Stevenson's life as they would tell it to the children.

Careful instruction in the use of the printed and card catalogs and of indexes had preceded this assignment. We

were fortunate in possessing quite a large number of issues of the Cumulative index unbound. It was thus possible to place one of these in the hands of each student during instruction on the subject. This was a considerable aid.

There was too much work with the less-used ready-reference books. Next year the number will be largely reduced.

A study of fairy stories was made. An attempt was made to find a philosophical basis for the love of children for fairy stories. An attempt was made to discriminate between the good and the bad fairy story. Felix Adler's "Moral instruction of children" was helpful here, but the study of the fairy stories at first hand is still more helpful.

The following books were read by the whole class:

(1) Alcott's "Little women." Lessons were given on reading it with the children.

(2) Mara L. Pratt's "History stories," vol. 3.

(3) Eggleston's "First lessons in American history."

The Pratt and Eggleston books were read in succession for the purpose of contrasting them. A yet better contrast would have been Baldwin's "Fifty famous stories."

(4) Frau Spyri's "Heidi." Some of our girls read this story in the original German but most in the translation published by Ginn & Co. It is a charming story of a breezy little maiden whose home was in the Swiss Alps, and one of the rather scarce desirable books for the fourth grade.

(5) Mrs. Burnett's "Sara Crewe." This was read as a type of the "child novel" and for the sake of a study of the charms, dangers and benefits of this class of books.

(6) Howard Pyle's "Men of iron" was read as a study of the worthy historical story.

The following outline was given the students as an aid in judging the books read:

Outline to aid in estimating a juvenile book.

1. Written when? By whom? For children or adults?
[e. g., "Robinson Crusoe" and "Gulliver's travels" were written for adults.] If for children, of what age? (Consider both manner and matter.)
2. Essential purpose of the book: Recreative? Instructive? Moral? Is the recreation afforded wholesome? The instruction reliable? The moral lessons sound?

3. Style: Is it clear? Correct? Beautiful? Suitable?
4. If a story, What is the strongest character in it? The most effective passage? Give reasons for thinking so. Is it true to life?
5. Is the book a creator of ideals? How so? Along what lines?

An effort was made that there should be no formal adherence to this outline. Papers on the books read were required in which the outline could not be used. For example, after reading "Men of iron" the students were required to write, in class, a paper on "The education of a boy in chivalry" based on the story of Myles Falworth.

The oral discussions of these books were often very animated.

Each student was also required to hand in an annotated list of at least 20 books actually read by the student and judged by her suitable for the grade in which she is to train. An oral discussion of these lists took place, and the student in many cases was required to justify her judgment, and to answer questions in regard to the books read.

Some of these lists were very cheering. One excellent list for the sixth grade, with very original annotations, contained 60 instead of 20 books actually read, and 30 more which the student had listed to be read at her convenience.

Not all of the lists were of that character. A list for the third grade recommended "Gulliver's travels, by Gulliver" as a valuable aid in geography.

The instance is eloquent of the value of a course of study which results in the illumination or the elimination of such a student.

Much remains to be worked out, but a beginning has been made.

Ours is one instance of the awakening of the school to the value of the privileges which the library gives it. And as the reward of doing work well is invariably to have more work to do, from the school fully awakened the library shall receive its exceeding great reward in more work to be done.

Except for the hearty co-operation of the Cleveland Public Library the little experiment here outlined could not have been undertaken.

A LIBRARY COURSE GIVEN TO CITY NORMAL SCHOOL STUDENTS

Next we have a concrete example of a library course given by the librarian of a mid-western library to normal-school students in her own city. This librarian, Miss Linda M. Clatworthy, was born in Dayton, Ohio, in 1876 and received her bachelor's degree in library science from the University of Illinois in 1900. She was assistant cataloger of the Dayton Public Library until 1901 when she became head cataloger; and after four years' service, as librarian, she resigned in 1913. She has served as president of the Ohio Library Association.

This account of the way the Dayton Public Library is working out a library course in the local normal school of the city does not proclaim finished or satisfactory work, but is merely a record of experiments, adjustments and results. If it proves of some assistance to other librarians, public or normal school, who are contemplating such courses, it will serve its purpose.

Two years ago we were drawn very close to the students then at the normal school by means of visits exchanged and a round table meeting on children's books held at the library once a week during the summer vacation. The reading and discussion of children's books was much enjoyed by the students, and we received many fresh criticisms upon our books which were equally helpful to the library. The impulse of that summer's interests shared together has been felt ever since. Four of those young women are with us now as librarians in the small branches in school build-

ings, but that is another phase of the matter under discussion, and comes properly under a history of our branch library development.

In 1905 the first regular library courses were given, this time at the library and as a part of the senior class work of the normal school.

COURSES IN CHILDREN'S REFERENCE WORK

From January to the middle of March the class came to the library in groups of two or three each afternoon, ostensibly for practice in doing reference work for school children in the school library reference room. Actually, however, there was soon discovered such absolute ignorance of how to find books for themselves that this anticipated reference practice developed into a simple course of instruction. Although all of these 21 girls were recent graduates of the high school, their experience in that school had led them to look upon the library merely as a place in which to ask questions or find books reserved for them, with little sense of the orderly arrangement of books and indexes, by which they could find information for themselves. Such teachers, without library training somewhere in their school course, were not on their way to very effective knowledge of the resources and use of the library, either for themselves or to impart to their pupils.

This course consequently included some simple first directions about the arrangement of the library, with special attention to the resources of the juvenile and school libraries for answering children's reference questions, and some notice of adult reference books adaptable to this use. Simple problems were given after the explanation of each step. At the end of the course a test was given covering the general classes of the Decimal Classification, shelf numbers for a few subjects of special school interest, the location in the library and description of certain reference books, the general arrangement of catalogs, and the selection of a few references to books showing where material might be found on a given school reference question. Each student gave to this course two hours at a time, two days a week for five weeks, 20 hours in all, and received individual attention.

COURSE IN THE USE OF THE LIBRARY

In April there followed what was to have been the first technical course in the general use of the library, such as would appeal to any student who had previously used the library for herself without making a study of it sufficiently to be independent or to explain it to others. The class came in a body for this course, which consisted of six lectures with problems as follows:

Lecture 1—Books as tools.

Lecture 2—Arrangement of books in libraries.

Lecture 3—The making of the card catalog.

Lecture 4—Some reference books and how to answer questions with them.

Lecture 5—How to prepare a bibliography.

Lecture 6—Guidance of children's reading, illustrative material, etc.

A syllabus outlining the lecture for note-taking was given each student.

Lecture 1, on "Books as tools," was designed to give (1) a clear conception of the individuality of a book in quoting it as authority and of its construction in consulting it for reference, and (2) to suggest a basis for critical discrimination of the contents of books in selecting one among many for reference use. Under (1) was explained the literary makeup, as the title pages (author, editor, date, edition, etc.), preface, contents, index, footnotes, bibliographies and appendices; and mechanical makeup, including type, paper, illustrations, maps, etc. Under (2) were considered the bases of critical judgment, as author, scope, treatment, point of view, literary style and appeal. The problem following this was to go to the shelves and look over several books found on a certain subject, briefly describe the difference in their contribution to the topic in hand and finally select the best book for the purpose desired.

Lecture 2, on "The arrangement of books in the library," was planned as an explanation of the Dewey Classification, as the system used in the local library and also in most other public libraries with which the students would come in contact. Its scheme of arrangement and notation were briefly outlined, and the class was asked to memorize the

numbers of certain subjects which would be constantly used by teachers. The call number on the books was explained as a symbol directing to their location. The way then naturally led to the catalog as being the index of the book collection, as the classification was merely its table of contents.

Lecture 3 was designed to explain the mechanism of the catalog for student use. The author card, as the unit of the catalog, was described upon the blackboard and its contents explained as expressing the facts about the literary and mechanical makeup of the book noticed in Lecture 1. A book was cataloged before the class, showing the way in which the subject material is sifted out once for all and put in shape for future reference in the catalog. This lecture was accompanied by an outline on "How to use the catalog," showing what kind of entries may be expected for a book, how to select the right subject entry, the value and use of cross references, the extent of analytical material, alphabetizing, subject subdivisions, special cards, etc.

Lecture 4, upon "Reference books," described the scope and arrangement of typical works in the adult collection, with problems in answering given questions.

Lecture 5 was upon the preparation and form of a bibliography, and the problem was to prepare brief reading lists for children on certain school topics assigned, using reference books, catalogs and magazine indexes, and referring to adult and children's books. Some of the subjects were Bees, Trees, Russia, Battleships, King Arthur and his knights, etc. The material was to be examined personally and the list was briefly annotated.

The course closed with an exposition of the methods used by libraries to call attention of the children to good books, such as reading aloud and story telling; an exhibit of picture bulletins and book lists, and a visit to the museum, where the custodian showed curios and specimens which could be used to illustrate class work.

Thus, from January to May of their senior year these normal school students were brought to the public library at intervals for instruction and practice in its use, both for their own and their pupils' needs. They also learned of their library privileges, both as special students and as teach-

ers, including the school room libraries. No time was given for direct acquaintance with children's books, the emphasis this year being upon the reference use of the library. During the summer, however, and far into the next year, several offered their services as substitutes at the library and for giving talks to the children during the period of the vacation reading room. The school library books, forming the vacation reading room, were open to their free use and they were cordially invited to read and enjoy. This they did to a considerable extent.

Looking back upon the experiments of the past two years with our normal school, we feel that at one time or another these teachers have touched all the points of library contact needed under the local conditions here. Administrative problems, for those in charge of rural school libraries, are beyond the responsibility of a city library. The best distribution of the course in the school system, however, is still to be effected, as well as the improvement of details of the course. The general technical course on the use of the library should eventually be pushed back into the first years of the high school, where pupils begin to use outside authorities in their lessons. Until this can be accomplished, we are to put the technical course into the first instead of the second normal school year, thus introducing the students to the library at the beginning of their normal school study. This course should be followed throughout the year by at least weekly visits to the library in preparation of lessons. Thus would be brought about some of the "living in the library atmosphere," which is so desirable, making the public library a real laboratory for the normal school. No matter how good a library the city normal school may have, the public library, with its larger resources and children's books, should be constantly used. A teacher's reference collection could be gathered to attract the teachers, containing not simply books on pedagogy and text books, but some of the best illustrative material for story telling and lesson presentation, along with good editions of some of the best representative children's books.

During the senior year when the class is largely out in practice work in the schools, the practice at the library

should tend toward reference work with the children as they come from the schools, together with a survey of the resources of the library for children's references. This will not only tend to lead them to send their own pupils to the library later for information, but will enable them to direct the children more intelligently to books and to plan their reference work more in harmony with the library.

The culmination of the normal school library course should be the acquaintance with children's books. The school use of books for information and reference having now been made clear, books as tools should be forgotten and a course of pure delight and inspiration should be offered in the literature of childhood. The course we are offering this year includes talks upon the various classes of children's books followed by reading at home and discussion in class of type books as follows: 1, Books for the very youngest children, including picture books and Mother Goose; 2, Classic myths and legends; 3, Fables and folk-lore fairy tales; 4, Modern fairy tales, wonder tales and nonsense; 5, Poetry for children; 6, Adaptations of literary classics; 7 and 8, Fiction; 9, History, hero tales, travel stories, biography; 10, Nature books, science, industries. The books are taken home by the students for reading, if possible to children, and evaluation. The discussion in class includes reports and comments on this reading. In this way each teacher will become acquainted with about 160 of the most fascinating children's books.

The possible influence of the teacher in inculcating the reading habit and starting the child along the right lines of reading is very great. Yet without some knowledge and taste in children's books the teacher has sometimes been a hindrance rather than a help in the ideals the library strives for. Such poverty of suggestion has led many teachers to send children to the library for adult stories or poor children's books, such as "Graustark" or the "Elsie" books; and when "teacher says it's good to read" it is very difficult to persuade a child to take something else from the library shelves.

Our course, we hope and have reason to believe from recent experience, will assist the teachers to become efficient

helpers of the library in recommending the best books to the children as well as in selecting books for their class room libraries. A few of the teachers so instructed are already coming into the city schools and some fill positions in the country schools around us. Many have expressed their appreciation of the library's efforts.

I hope to see the day when our schools will all include something in their curricula on the use of books and libraries. We have begun by introducing a course into the normal school, the vital point of contact with the grade schools and the children, but eventually the course should be distributed throughout the school system and most of the instruction should be given by the schools rather than by the library. A library thoroughly classified and cataloged and with shelves all open to the public, offers the advantages of a private library to every person who knows of its privileges. Study will not be so apt to stop with graduation from school if one is graduated into such a library with the ability to use it. And since, unfortunately, out of the children who enter our first grades only one in ten keeps on through high school, the lower down in the school system this connection with the library is made the better.

HOW FAR SHOULD COURSES IN NORMAL SCHOOLS AND TEACHERS' COLLEGES SEEK TO ACQUAINT ALL TEACHERS WITH THE WAYS OF ORGANIZING AND USING SCHOOL LIBRARIES?

The question of the scope of State Normal courses in the organization and use of school libraries is presented by President Felmley of Illinois State Normal University, in a paper about to be quoted.

David Felmley was born near Somerville, N. J., in 1857. He was graduated at the University of Michigan in 1881 and after serving for eight years as Superintendent of Schools in Carrollton, Ill., became in 1890 professor of mathematics in the State Normal School at Normal, Ill. Since 1900 he has been president of this institution.

The purpose of the school library is to supplement strengthen and broaden the instruction in every subject, so far as this may be done through the aid of books. To accomplish this end:

1. The library must enable the student to use books as tools. He must understand card catalogs, and indexes and be able speedily to find topics in books of reference.

2. The library must help him to know good books, to love them, and to acquire the habit of reading them.

The recent growth of libraries has profoundly modified the modes of instruction in vogue a generation ago. At that date the text book method prevailed in the elementary

and secondary schools. The pupil was assigned a set portion of the text to be mastered. In some schools the practice of rote learning existed, and the pupil was expected to reproduce the exact words of the text with the same fidelity as if he were reciting a chapter of the Bible. The teacher was little more than a drill master. In better schools the instructor would question the meaning of the paragraphs studied so as to relate them to the child's previous knowledge, and would frequently supplement the text with pertinent illustrations or additional facts drawn from his own store of knowledge. In the colleges the instruction was chiefly by lectures, a method that originated before the art of printing, and was indeed a proper and necessary method when books were scarce and the teacher encompassed within himself all the learning of the world relating to his subject. With industrious and faithful professors the lectures were supplemented by oral quizzes and explanations, and an occasional formal written examination.

The text-book method still prevails in the elementary school but the library has come to supplement and enlarge. With older pupils in the high school and college the lecture or text-book now serves chiefly to open up the subject, to show its organization, to disclose its vistas. Library readings more and more are expected to furnish the bulk of the detail that gives significance, reach, and application to the facts or principles of the text-book or introductory lecture.

A teacher to-day cannot properly organize his courses of instruction unless he knows the resources of the library and the mode of using these as an auxiliary in his work. Hence the study of the method for which the normal school is supposed peculiarly to stand must include the use of the library as an educational instrument. No teacher is qualified for the modern school unless he knows where to look, for what to look, and how to look in getting information.

The normal student, like every other student, to use the reference library efficiently must know it not as a mere collection of books, but as an organization. He should be given access to the shelves, he needs to know the system of cataloging, and the location of the various classes of books, periodicals, maps, pictures, and other library material.

He needs acquaintance with the standard reference books—encyclopedias, dictionaries, gazetteers, atlases, almanacs, guidebooks, etc. The student should be familiar with the special merits of each, the various appendices, and supplements; he should know that it is sometimes better to consult an old edition of a book of reference. He needs also acquaintance with the special handbooks, like Harper's "Book of facts" and Brewer's "Reader's handbook."

He needs knowledge of the various indexes of periodicals, literature and of government publications.

He needs to know the general make-up of a book, and how to use prefaces, tables of contents, and running headlines to locate his special topics.

He needs to know how to study the references when found, how to take notes intelligently.

This body of knowledge cannot be acquired and retained by the pupil from listening to formal lectures of the librarian. It must come through the daily use of the reference library.

It can be acquired only through the co-operation of teachers and librarian. Many of the students come to the institution wholly unfamiliar with libraries. Some know little of books beyond their text books. They have never heard of classification numbers. How can they understand them, or recognize bound magazines when their widest experience with periodicals included only the unbound copies of Wallace's "American farmer" and the *Ladies' Home Journal*? A welcome from the librarian and a personally conducted trip through the library as she explains the larger features of the organization and arrangement will banish the sense of strangeness. But not all this needed information can be acquired through trips and talks. It must come through the daily use of the reference library. Unless the instructors in the normal school are familiar with the library, its contents and organization, unless they have learned to use the library, and provide for its systematic use by their pupils, the normal school student is not likely to become skilled in the use of the library. Normal teachers are supposed to be among the best of the profession, yet I suspect every librarian can make a long list of the sins of such teachers—sins both of omission and commission. It is not un-

common for teachers to send students to the library with a topic stated in such vague and uncertain terms that neither students nor librarian can guess just what is wanted; to send a class of 40 to consult a book of which the library contains but a single copy, and that possibly drawn out by the teacher himself; to refer a class to a single monograph, when there are possibly half a dozen other good ones on the same topic—that the teacher will himself refer to later.

A teacher experienced in the use of the library will rarely send a whole class of beginners to the library to investigate a topic without himself furnishing a reference sheet for their use, or giving the librarian ample notice.

Teachers may feel that they are losing valuable time when they stop to give formal instruction in the use of the library in their subject. Yet we may doubt whether any time is better employed. If a student makes out a bibliography by book, chapter and page of the library resources touching a particular topic, or if a class prepares for its successors a card catalog of all articles and chapters that they have found especially helpful, along with the ordinary information gained has come the appreciation of a new method of study.

Nearly all young students waste time in the library through not knowing how to study the reference material when found. It is not proposed to set up the claim that there is only one right method of studying. We are told that there are several excellent methods of making good coffee, and we wonder how it happens that our country hotels find so many other ways of making execrably poor coffee. So there are many good ways to studying; the personal element enters it. Yet it is a fact that our students have found other and very poor ways—it makes no difference from what state, section or school they happen to come.

The book is scarcely open before they begin to write. Copying before they have read the article through, they write down a great many unnecessary words, if indeed there is any necessity for writing down anything at all—what they are really doing is taking all this time to copy the information, and then studying it afterward from a somewhat illegible manuscript instead of studying directly from the printed page.

A way of using still more time is to take this penciled copy home and write it with ink in a permanent notebook. I found a girl following this method, her reference book to begin with being almost more extensive than her textbook. She said she had wondered why it took her so long to get that lesson.

We find many students taking notes in this fashion in the preparation of a class paper. They copy whole paragraphs intending, they say, "to boil them down" in the solitude of their own rooms. We have tasted the decoction. Instead of mastering the article and noting down the bare points, later to be amplified and discussed in the student's own language, we find this other laborious procedure in which the pupil rarely escapes from the phraseology of the book. The idea of studying seems to be through the slow medium of pencil and paper instead of the more rapid but more intense way of thinking and comprehending.

I do not deny the value of the motor activity involved in the use of the notebook—the importance of writing unfamiliar names and indicating their pronunciation, and occasionally copying sentences or whole passages of such beauty, strength, or significance that they are worth committing to memory. A well-written notebook from a library study is second in value only to the notebook of a laboratory course, or of a series of "excursions."

I think you will agree with me that to enable students properly to know and use the library merely as a library of reference needs the joint effort of librarian and teacher. The librarians in our normal schools, I suspect, are doing their part better than the teachers. Too many of us date from a period when libraries were few, scant, unorganized and little used. The trained librarian had not appeared. Library science was unheard of. Furthermore, the education we received was largely formal. Our language teachers cared more for our knowledge of inflections and syntax than for our appreciation of Greek or Roman literature and life. To a student of mathematics in those days the library could contribute little. Hence the methods by which we were taught and our own early practice did not reckon with the library as a large factor in our instruction. The growth of

the library has been parallel to a change in the aim and method of our schools.

The emphasis has gradually shifted from form to content. The change of emphasis required a change in the mode of instruction, a change that from the mere inertia of habit we are slow to make even when we recognize the inadequacy of our old ideals. The day has come when in selecting a teacher for a normal school faculty we must ask these questions: Is the candidate a library student? Has he received his own training under teachers who had made the systematic use of the library a feature of their instruction? We must ask this question because we know that the example and practice of our teachers is a larger factor in developing the library habit than the most learned, skilful and patient of librarians.

This daily recognition of the function of the library by the normal teachers will possibly be *the chief agency* in developing right practice in normal students when they begin to teach; for the fact remains that in our early teaching we proceed by imitation rather than by precept or reason. We depend far more for guidance upon the example of our own teachers, than upon the educational doctrine that they have inculcated.

The other important agency is the practice teaching of the training school. In a good normal school library about every term's work in the practice school is organized by means of the available material in the library. The student teacher is assigned to his class early enough to gain some preliminary acquaintance with this material. He thus inherits the wealth gained by his predecessors. Through his own independent reading he may be able to make worthy additions to the reference sheets or card catalog dealing with his term's work. At all events no student teacher should be passed unless he shows as fair a degree of skill in the use of the library as he shows in his questioning, his lesson-planning, his assignments, his use of apparatus, or other details of instruction.

Besides this knowledge of how to use a library and the habit of using it both as a student and a teacher, the normal student needs a knowledge of titles, of the names of the

leading poets, novelists, essayists, orators, historians, and scientific writers of the world; he needs to know something of their spirit, their style, their purpose, their contribution to civilization and the titles of their leading works. A generation ago we studied Shaw's "History of English literature;" we learned the names of hundreds of books that we never saw. It was a good deal like studying a book catalog or undertaking to satisfy one's hunger by perusing the menu card. The schools have rebelled against this empty study. We are now studying literature itself instead of books about literature. Yet there is a place for that older knowledge. We learn names of countries and cities, their location, industries, products, institutions, objects of interest and other characteristics, even if we do not expect to visit these countries and cities. Similarly I may know of the "Origin of species" that it was written by Charles Darwin and published in 1859; that it was probably the most influential book of the 19th century because it led to the general acceptance of the doctrine of descent and organic evolution which has so profoundly modified our thinking in every field of knowledge; that it deals especially with natural selection as the chief factor of organic evolution, that its leading chapters deal with the variation of plants and animals under domestication, with variation under nature, with the struggle for existence due to overproduction, with the survival of the fittest, with the laws of variation, with geological and geographical distribution, and with the difficulties of the theory. This sort of knowledge of the book is possessed by hundreds who have never read the book through. It may be called the librarian's knowledge of the book, for some people say that a librarian never reads a book—barring novels. But it is a form of knowledge of high value to one who may need some day to turn to this information or direct others to it. It is a sort of literary map that we all need acquaintance with if we are to find our way in the world of thought.

A special field for the teacher is the knowledge of juvenile books. Some he may know and love at first hand. If he is to read to his class the chapter that will make the children hungry for it all—and read it in right fashion—he must himself have assimilated the book. But aside from the few

that the normal student can thus study is a much larger list of trustworthy books that he can recommend to parents or himself select for his pupils. In my own personal experience as a bookbuyer I have found some difficulty in getting reliable lists. I have bought books for the school library that the children would not read. Since, in my older days, I have seen the methods used by authors and publishers to get their books upon reading circle lists, I do not wonder that some of the chaff gets into the cleanest measure of wheat. The market abounds in picture books poor in line and color, in fairy stories without the good old flavor, in books of fiction that teach children to despise their elders, in collections of verse that are merely cheap sentiment in rhyme, in nature books weakened by personification until they are neither good, true nor beautiful. The normal schools should co-operate in a patient and thorough experimental investigation of children's books to be conducted without fear or favor.

In addition to these lines of knowledge relating to the use and choice of books, every normal student should go forth equipped with some of the special knowledge of the librarian. As a teacher he will find himself in one of the three types of schools, either with a public library to be worked with, or with a school library to be organized and used, or yet with no library in existence—one to be bought.

In any case he needs more or less knowledge of books from the librarian's point of view, in order to select, order, accession, classify, catalog, label and repair them. A knowledge of paper, type and bindings, of pictures and periodicals, of charging systems and library laws.

If the teacher is to work with a public library he needs to select books to be taken to his school, if this practice be permitted; he should be able to find his way through the public library, to use its catalog, to read its labels, to understand and explain its laws and charging system. If a school library is to be organized and managed the knowledge needed will justify a formal course in the normal school. Besides the points previously mentioned, which will require more than a dozen lessons, are many others of high value in developing a school library. Government and state publications, and other inexpensive sources of library material;

the mounting, labeling and filing of pictures, the care of pamphlets and newspaper clippings, and many minor points of library economy familiar to all librarians. Without this knowledge applied to its management the school library remains a mere collection of books, falling far short of its highest usefulness.

If the considerations set forth in this paper be true it must follow that all teachers be thoroughly instructed in the use of the school library, and that all except those destined to work in our larger cities in co-operation with public libraries under trained librarians need a knowledge of library organization and administration.

Probably the class excepted would use the library more frequently and more intelligently because of this course in library economy.

METHODS TO BE USED BY LIBRARIES WORKING WITH SCHOOLS TO ENCOURAGE THE USE OF REAL LITERATURE

The general educational principles that are the basis of co-operation between libraries and schools, and the proper aim and end of methods adopted for this purpose, were discussed by Miss McCurdy, of the Carnegie Library of Pittsburg, in a paper read before the Children's Librarians' Section of the A. L. A. in 1907.

Mary de Bure McCurdy was born in Freeport, Pa. She is a graduate of Washington Seminary, Washington, Pa., and has studied at the Universities of Chicago and Pittsburgh. After teaching in Washington Seminary and in Wilson College, Chambersburg, Pa., where she finally rose to be head of the Department of Greek History, she became, in 1904, supervisor of the Schools Division in the Carnegie Library of Pittsburgh and instructor in the Training School for Children's Librarians.

The library and the school are cooperating. That this fact is true is best proven by a glance at the library publications of recent date.

There are certain well recognized methods of procedure which all agree to be conducive to the best results and success of this movement. Classroom libraries and miscellaneous collections of books are sent to schools, pictures are loaned, stories are told and books are read by library visitors, lists of desirable books for boys and girls and lists for col-

lateral reading are printed, bulletins and posters give all possible information concerning new books, there are teachers' reading lists, talks to principals and teachers, exhibits of school work at libraries, special talks on library methods, card catalogs, and reference books, at the school or library; branch libraries have been established in the schools, special help is given to the children in the reference room as an aid to school work, systematic training in library methods and courses in children's literature are offered in the normal schools. Time would fail me to recount the devices that have been and are employed to beguile teachers and pupils to come with us that we may do them good. Yet, the subject assigned me for this hour indicates that "there remaineth yet much land to be possessed."

As a result of the widely differing systems of instruction and no systems followed by the schools in the United States, there must be wide difference in the methods of work employed by libraries in their efforts to reach the schools of their cities. To be effective this work must be adapted to the peculiar needs and conditions, not only of each place, but of each separate school, for the schools of a single city may present every degree of advancement from the school of poor equipment and worse teaching force, to that which is all that can be desired in the excellency of its management and in its equipment.

Inasmuch as we all are more or less conversant with these orthodox lines of work, it has seemed best not to discuss them in this paper, but to pass on to the general educational principles that are the basis of the work and toward which our methods should tend. What are the boys and girls, especially the girls, reading besides the popular new fiction that finds its way into their homes very frequently from the counter of "latest books" in the department store? It is true, that some children do read widely and well, but I refer now to the mass of children who are in the library's sphere of influence *in the school*. Fiction will be read, girls oftentimes read nothing else, but shall we make no effort to develop taste for aught beyond this? Do we find that even a small proportion of school children leave the grade schools with any real decided love for books aside from a good

story? Not that this love of a good story is to be decried, by no means would we be so understood. Much of the best literature for children is fiction, but are we doing all that can be done during the formative period of school life when conditions present the best opportunities for influencing young people?

It is a fact that since this library has been working in the schools pupils of the fourth and fifth grades are reading what nine years ago were treasures open to the seventh and eighth grades. When boys and girls reach this limit, what are we to give them? It is a problem, but it is an inspiring one. Surely we are reaping the harvest of years gone by. Scott, Cooper, Dickens, Hawthorne, Irving, and the poets of America; these have been called for during the past year as never before. Many of the best things of the English poets have been read, though there yet remains the teacher who devotes her time and energy to "only American books, written by American authors born on American soil, fired with American fire, and kindled by American oil (petroleum)."

Juvenile fiction is not sufficient. The range of adult fiction is limited and the feeling grows that this, probably, is the time and place to develop and secure a taste for biography, history, travel, and poetry, for which, alas, so few have taste and inclination. The question is, is the library work in the schools accomplishing for these upper grades what we should expect in view of the definite work done from the primary grade through the entire course? Courses of study generally require several poems and a single book of the representative American and English poets and authors. The average pupil reads these because he must, often with little interest and less enjoyment. It is a part of the woe to be endured and undergone in order that he may be educated.

How can this taste for literature be cultivated except through interest and where can such interest better be awakened than in the classroom where history is studied, where geography must be taught and where, alas, with all our talk of methods, too often is committed the crime of humdrum recital of detail, when there should be active in-

terest and wholesome pleasure which tend to profit? Pleasure and profit can be secured through the intelligent use of library books of travel, stories of men and places, biographies, and histories that are the choicest examples of literary style, books which are not in the province of the school to buy but which it is the duty of the library to provide for its reading public; biographies and essays, political speeches and letters, that impress the personality of the nation's leaders and give breadth of knowledge of historical and geographical facts, and most important of all, create in the minds of the children, an earnest desire for a lively appreciation of literature. "Let it be clearly understood that this use of literature is not to take the place of the actual teaching of the truths of the subjects as taught by text books, but that there may be introduced, wherever it is possible in the studies of the course, books of distinct literary merit which bear upon the subject, these to be used entirely for their literary value. I would correlate literature with every interest of the child, that is, wise correlation that allows literature to be treated primarily as such and only secondarily as aiding other studies." Some one says, "When used for literary purposes they (the works) must make their appeal to the imagination and the sympathies. Nothing should be done to weaken or destroy these effects." I do not mean to use Tennyson's "Brook" to teach geography or to arouse geographical interest, but I would teach the period of the civil war and the events leading up thereto from the biographies of Lincoln, his letters and addresses and state papers, because they give the subject vital interest and at the same time acquaint the students with literary masterpieces. I would have every boy and girl find the story of the French and Indian war as thrilling and romantic as any novel and enable him to share his delight in Cooper's red man with Pontiac and "The Oregon trail." A teacher recently remarked, "Parkman is attractive to seventh and eighth grades. I have tried it."

Pupils have both the ability and the interest for such work. It is done in many schools, but sad to say, the teacher of one text-book is yet in the land. The *library in the school* has the opportunity to lay the foundation of such character

that it will bear the superstructure that the man may wish to build. It requires pupils of ordinary intelligence, the library books, a well ordered course of study and teachers who know and love good literature. When credit is given at school for books read in connection with lessons, an advance has been made against the old and all prevailing notion that studying lessons and reading books, other than text books, must be frowned upon by the zealous teacher. A list of books asked for by a teacher of science, includes Wordsworth's Poems, Burroughs' "Ways of nature," Quayle's "God's out of doors," Torrey's "A rambler's lease," Skinner's "With feet to earth," Mabie's "Under the trees," "The Kentucky cardinal" and "Aftermath," "Little rivers," "The song of the cardinal" and Thoreau's "Walden," "Summer" and "Winter." These books furnished by the library are intended for the general reading of the class in connection with the technical work and the pupils read them. Payne in his recent book on the "Education of teachers," says, "The studies whose special value lies in the fact that they are catholic, or breadth-giving, are geography, history and literature, hence, the teacher who would endow himself with a proper frame or attitude of mind should addict himself in an especial manner to these three subjects."

Here then, is the place for our strongest effort, to awaken to life the teacher who neither knows nor cares to know books, least of all, children's books, for unfortunately such teachers do cumber the ground. I believe that what library work with schools needs most of all is the active interest of the individual teacher in every school. It is not sufficient for a teacher to know about books—she must know the books.

About three weeks ago a teacher requested me to send her story books for her pupils, "not histories of Ireland and such." For two years past, books had been refused by this teacher because of her difficulty in taking care of them. She experienced a change of heart because in an examination asking for titles of books that were desirable to read, great was her dismay to find that names of books had been invented by those boys and girls who read nothing and hence knew nothing about real books. The nearest approach to

a genuine title was "Mrs Wigg and the cabbage." I am of the opinion that this teacher has been won for all time to the library cause. A writer on education says, "It is just as important for the teacher to know the educational value of literature as for a physician to know the therapeutic value of quinine. Under the conception that education is a process of growth taking place through nurture and exercise, studies become food and discipline, and to prescribe them wisely, one needs to know their several values."

It is announced as the aim of a certain high school in its literary course to read for pleasure and wide acquaintance with authors, the purpose not to fix a pupil's attention upon details of style but to broaden his knowledge of authors and to enlarge his enjoyment of books: to read widely and swiftly, to interest him in literature. Why should not this be the aim of the elementary schools in the study of English? No hard and fast line can be drawn between works especially suited for either the elementary schools or the high schools. We know that pupils in the grades read early in their course the classics required in college entrance examinations. It is this wider knowledge of literature from the standpoint of pleasure, before pupils begin the critical study in secondary schools, that we should seek to bring about. There is a tendency to fall away in the upper grades owing to pressure of other studies. Inasmuch as the excessive demands of the college entrance examinations in foreign languages oblige a large proportion of students in secondary schools to take a modified course in English, is it not possible to aid the pupils in the higher grades of the elementary schools to wider acquaintance with the best books and their authors? It is the opinion of an authority on English, that the attempt to reform English studies has begun at the top. There is complaint on the part of the college against the high school. The real source of the trouble is to be found in the primary and elementary grades. The years spent in these grades are vital in making or marring a child's literary taste. There must be first, appreciative reading which, through sympathy, will bring the reader into closer possible contact with the mind of the writer. Later, the critical study; but without the former, the appreciation of literature

will be formal rather than genuine and vital. It is a mistake to substitute the remarks of critics for acquaintance with the works themselves. It must be remembered that the large proportion of students do not enter the secondary schools, hence, it is imperative that the widest opportunity be given them in their preparation for life while they are in the elementary school.

Hear what prominent educators have to say to us. "The uplifting of the democratic masses depends upon the implanting at schools of the taste for good reading." "The work in each grade is to be done by the teacher in the light of the course as a whole and according to the final ends aimed at." "The supreme aim of literary and linguistic training is the formation of character. This includes and transcends all other aims, and it is because it is an aim which can be more effectively realized by Literature and Language than by any other study, that Literature by almost common consent must hold the central and dominating place in our school curriculum." "Make happiness one of the distinct aims of education, and to this end the mind must be supplied with knowledge which will yield mental satisfaction or intellectual delight." "The teacher who would guide her pupils in the fields of literature, must herself frequent the paths in which she desires other feet to tread." "Books well chosen are next in importance to the teacher in the equipment of the school." Our books then are secondary—the *sinc qua non* is the teacher. "How can an inanimate mechanical gerund grinder foster the growth of anything; much more mind which grows, not like a vegetable (by having its roots littered with etymological compost) but like a spirit; through kindling itself at the fire of living thought? How shall he give kindling in whose inward man there is no live coal but all is burnt out to a dead grammatical cinder?" Personal work with teachers, then, is the essential for library success in the schools. To keep burning the live coal, as well as to kindle the fire that burns not. No one needs incentive and inspiration more than the teacher who is zealous in this work. It is ours to bring to him all that we can to the end that he may become "noble and gracious, the friend of truth, justice, courage, temperance." To make ourselves

familiar with the work of teachers and to be conversant with all their interests, especially along professional lines. Payne's "Education of teachers," Chubb's "The Teaching of English" and a similar book by Carpenter, Baker and Scott, are full of suggestions to one who is engaged in work with teachers. To put ourselves on the teacher's side is to achieve our purpose. To make each teacher through a lifting of the intelligent horizon "the spectator of all time and of all existence" that through his zeal in learning the youth of the land be made "curious to learn and never satisfied."

"There is an old Grecian story to the effect that the great ones of a certain place were once presenting themselves before Zeus that the greatest one should be crowned. In the company that had assembled to witness the honor bestowed, their teacher was also present following up with interest the fortunes of his pupils. To the surprise of all and most to himself, who was not a candidate for the honor, Zeus announced, 'Crown the faithful teacher, for he is the greatest of all, for *he made them all great.*'" Were a similar decision to be made to-day, in the light of modern methods of education would not the all wise Zeus bestow the laurel chaplet upon the librarian, for he is making possible the teacher's greatness?

THE LIBRARY AS A REINFORCEMENT OF THE SCHOOL

One of the most recent discussions of this subject treats it as a problem of reform in aids and methods of reading and looks upon the library's part in the two-fold effort to bring about such a reform as essentially a "reinforcement" of the school. It appeared as the leading article in *Public Libraries*, April, 1911, and is by Dr. William Dawson Johnston, then librarian of Columbia University, New York.

Dr. Johnston was born in Essex Center, Vt., in 1871 and graduated at Brown University in 1893. After teaching first in the University of Michigan and then in his *alma mater*, he became an assistant in the Library of Congress, and was the Librarian of the U. S. Bureau of Education until 1909 when he became Librarian of Columbia University, New York City. In 1914 he accepted the librarianship of the Public Library of St. Paul, Minn.

One of our most eminent critics, Henry Sedgwick, said in a recent essay that the public schools and our general system of education supply the conditions that make a reading mob possible. The remark is true enough to be worthy of careful consideration.

In the evolution of society herds of men have been succeeded by mobs of men, and in the evolution of the mob the shouting mob has been superseded by the reading mob. No one will, I think, question that this change has been in the direction of progress, and few will question seriously the

possibility of further progress. The reading mob may gradually be organized into societies of thoughtful men, mindful, on the one hand, of the best traditions of human culture, and on the other hand open to the latest revelations of science. From a certain point of view, then, our problems of educational reform seem to resolve themselves into problems of reform in aims and methods of reading, and a new significance attaches to the place of literature among instruments of culture and to the library among institutions of learning.

VALUE OF GENERAL READING

In the first place, it seems to me, we must disabuse ourselves of the notion that the mastery of a few standard books is all that is essential to culture. This was in a measure true when science was still in its infancy and literature was philosophical or didactic, but now that it is scientific or descriptive the idea is most untrue. Another notion which is productive of mischief is that books may be divided into two kinds: the literature of knowledge and the literature of power, the one class being exclusive of the other. Those who would cultivate science for science's sake, and those who would cultivate literature for literature's sake, may consent to such a classification; but those who value books for their use know that the literature of knowledge is more powerful than anyone can estimate, and that the literature of power contains knowledge of the utmost value. In place, then, of the reading of a few books I would urge the reading of many, and in place of the reading of one book for knowledge and another for pleasure I would urge the reading of those books of knowledge which give most pleasure. In other words, I would urge the importance of general reading, and such changes in methods of reading as will make general reading possible.

The value of books has always, I believe, been overestimated, but the value of the right reading of books has always been underestimated. It is only as we learn to read that books gain real value, and it is only as we learn to read them with discrimination and rapidity that their value to us becomes considerable. The illiterates are, indeed, little poorer than those who are debauched by indiscriminate

reading, or those who are content with a few fragments of the literature of the world. The failure of the library has been in allowing too much license in the use of its collections and in requiring little except the return of the books. The failure of the school has been in attempting to exact the impossible from readers and after a few years' efforts abandoning them altogether; in undertaking detailed and, to the majority, distasteful studies of a few standard works, and in making of reading a vocal exercise instead of a mental one. In short, the library lacks teachers and the teachers lack libraries. How can the two be brought together? How can the one be put in position to supply what is lacking in the other? How can the library reinforce the school, and the school reinforce the library?

In the discussion of this question we must first of all recognize that the library is an integral part of the educational system—not an adjunct of the school merely, but a necessary complement of it. The school stands for the acquisition of knowledge in special subjects; the library for the rounding out of this knowledge. The school library furnishes the collateral reading of earlier years; the community library furnishes the reading of later years.

COLLATERAL READING

The work of our earlier schools was based upon the classics in literature and textbooks in science. The artificial protection thus given to the classics has been withdrawn. We now recognize that the classics are not all that is necessary to life and that great books are not the only good ones. With the rapid development of science, too, the textbook is being superseded by the lecture and the laboratory. At the same time, both in the study of literature and in the study of science, we are recognizing the need of supplementary reading. The doles which we hand out in the classroom we find may pauperize the pupil, not enrich him. We may give him learning, but we must, we have decided, cultivate in him the ability to learn. The common school studies represent only a part, though perhaps an important part, of the commonwealth of literature and science. Pupils must be made aware of the vast realms of knowledge which

have not been made common property, they must be encouraged to explore these realms and make them their own. They cannot do this alone, nor can their teachers travel very far with them. Their guides must be books, and he is the best explorer who knows best how to employ those guides. For this reason the use of public libraries by school children and the establishment of libraries in school buildings is encouraged and instruction in reading, in science and in literature takes more and more the form of instruction in the use of books.

VACATION READING

But while we have pretty well defined the place of books in our school work and have recognized the importance of collateral reading in classroom study, we do not seem to have appreciated fully the importance of the elective courses in reading pursued at home during vacations, on holidays, and at other times. These supplement in a notable manner the required reading of the school.

In the choice of our textbooks and in our collateral reading we have been influenced by the immediate demands of society and by the spirit of specialization. The test of our ability has been our success in becoming acquainted with the traditions and customs of society and in satisfying its wants, and schools have been esteemed in as far as they have furthered success in these particulars.

But the need of the individual, especially during the earlier years of life, must be considered also. We should not be made to conform by process of inquisition or drill, nor should we be converted into specialists before we have reached years of discretion. The individual must be allowed to find his place in society for himself, and there is hardly any better way for him to find himself and his own world than in those general excursions among books which are possible during vacations and holidays. Then one is no longer obliged to keep step with others of his own class. He may follow heroes in their adventures, and in company with the world's discoverers may pass beyond the frontiers of the known world into the mysterious regions of the unknown. It is in the hours thus spent that the reader, the younger reader as well as the older one, becomes acquainted

with the substantial, though intangible, benefits of general reading, hears the things most worth hearing, and sees the things most worth seeing.

This general reading of school children presents a notable opportunity for co-operation between school and library. The school is interested in it not merely for its educational value, but because of its relation to some of the problems of school organization and administration. Of these problems one of the most serious in the large schools is the crowded curriculum. This involves child labor of a deplorable type leads to mechanical work on the part of the pupil rather than intellectual work, and develops the power to acquire, but not to do. Some of the subjects should be transferred from the course of study and incorporated in courses of reading. We may in this way secure some of the advantages which come from a combined system of required and elective studies in the higher schools, some of the advantages which obtain in the pass and honor examinations in England.

In the smaller schools, on the other hand, the problem is of the opposite kind. There there are not teachers and courses enough. A recent report of the United States Commissioner of Education shows that one-third of the high school pupils in the United States are in schools having not more than three teachers, and in the majority of elementary schools there is not more than one teacher. In such schools as these the library must certainly be made an important adjunct to the other activities of the school.

But, however much we are embarrassed by the fullness of our course of study in some places and by its poverty in others, the fundamental problem in all our schools is that of humanizing our studies. It is only as they subserve the ends of social or moral education that schools justify their maintenance as public institutions. And here again the library proves a useful ally, for in it may be found recorded not merely the thoughts and deeds of great men, fragmentary and disjointed, but the whole story of their lives; there may be discovered the halo of romance which shines over every man; there may be read the words loyalty, honor, courtesy, love. These are no textbook terms, but they have their value, for words are powerful makers of what they stand for.

Whether, then, one considers the relation of the library to the extent of the course of study or to its content, one is disposed to believe that the work of the schools may be enriched as much by a well-organized library service as by the improvement of the teachers and teaching processes or by additions to the course of study or the reorganization of it.

SCHOOL EXTENSION

A second notable opportunity for co-operation between school and library is presented by the various forms of continuation schools and classes. It has been estimated that in cities of 25,000 and over in this country about 40 per cent only remain in school until they enter the eighth grade, and about 8 per cent only finish the high school course. As long as this is true auxiliary educational agencies are of the greatest importance, and among these agencies none, in my opinion, may be made of greater importance than the library. By the library here I mean the institution and not merely the collection of books. If our education were complete when we leave school, a collection of books to which we might refer and from which we might borrow would be sufficient. But as it is the library service is far more important than the books. There cannot be a library without a librarian, and there cannot be a good library without many library assistants. The older community and school libraries were unsuccessful simply because of the failure to recognize this fact, and we to-day will fail to make libraries true institutions of learning wherever and whenever we neglect to provide adequate library service. The library cannot under the most favorable circumstances take the place of the college, nor can it even take the place of the high school, but it should be so organized as to help those who are unable to attend college or high school, and, indeed, all those who wish to continue their studies after school.

COORDINATION OF SCHOOL AND LIBRARY

The earlier public libraries devoted much of their energy to work with children, but more recently they have attempted to meet the demands of the young artisan also, the business man, and the farmer. The public library is in this way be-

coming as significant a part of the educational system as the school library is of the school system. There is no question as to the tendency in this direction and its importance; there is a question, however, whether this multiplication of library duties does not make co-ordination between school and library more necessary and co-operation between teachers and librarians more desirable. Without careful organization of our educational activity our school duties may lead us to neglect our library opportunities, and, on the other hand, our library privileges may be exercised at the expense of fundamental training. An effort must be made, therefore, to regulate each—the work of the school and the work of the library.

The regulation of the work of the school has occupied much thought. The regulation of the work of the library is of no less importance; indeed, it is of perhaps greater importance, because it is for the most part done by persons without pedagogical training or experience. For this reason it is desirable that the superintendent of schools should be a member of the board of library trustees, and the librarian a member of the school board. It is desirable that librarians should be active in the service of the schools and teachers active in the service of the libraries. It is desirable that the library collection should be carried to schools and the school children brought to the libraries. And, to mention one other matter only, it is desirable that pupils should receive credit for library work, whether done in the school, or in the reading circle, or elsewhere.

But educational legislation which shall embrace the library as well as the school is not enough. There must also be library training—library training not only for librarians, but also for the teachers. The state of New York was the first to provide in any way for the training of librarians, and public libraries throughout the country have felt the influence of its library school. But school libraries also require skilled supervision and use, especially in communities where there are no public libraries. Obviously, then, the next step is to provide for library instruction in the normal schools. The need of such instruction is great; the results of it would be incalculable.

SOME OLD FORGOTTEN SCHOOL LIBRARIES

This collection of material may fittingly end with a paper tracing back some of the beginnings of the school library to the early days of the last century. The author, Elizabeth G. Baldwin, contributed it to *The Library Journal* in 1904.

Elizabeth G. Baldwin graduated from the New Jersey State Normal School in 1883 and from the Columbia University (afterward New York State) Library School in 1889. She was librarian of the Huguenot Society in 1889-'94, reviser in Columbia University cataloguing department in 1889-'96 and has been at the head of the Bryson Library of Teachers' College, New York, since 1896. She has lectured on library economy at several institutions and has held office in the State Library Association and the New York Library Club at various times, serving as president of the latter body in 1909-'10.

"Those authors therefore are to be read at school that supply most axioms of prudence, most principles of moral truth and most materials for conversation, and these purposes are best served by poets, orators and historians."—Dr. Johnson.

Many suggestive and interesting statements have been made at various times concerning various kinds of school libraries, but there is one type which, in my opinion, has not attracted the attention it deserves.

In tracing the origin and gradual development of the library which is found in many of our public schools and also in our best private schools of to-day, with its fine equipment of from eight to ten thousand volumes representing the

best and most modern literature in all departments of knowledge, one cannot overlook the fact that this had its beginning away back in the early part of the nineteenth century, in the old-fashioned academy. "A literary and scientific institute for both sexes," a female seminary, or a plain Latin school were the terms used to designate the same kind of an educational institution, a finishing school, so to speak, where the budding youth was carried along in the common branches of learning a little further than could be attempted in the rural schools of that time.

The statistics and other facts mentioned in this article concerning these academic libraries were gleaned from the school catalogs covering a period extending from 1825 to 1865.

These old catalogs furnish extremely interesting reading and a few quotations from them may serve to throw light on the general character of these institutions and call attention to a phraseology that seems odd when compared with the twentieth century mode of expression. The academy was a place where "the instructors endeavored to watch over the morals of their pupils with parental solicitude and strove to inculcate the principles of polite deportment." In the constitution of one of these schools the principal is enjoined to teach the English, Latin and Greek languages and liberal arts, also "To delineate in their natural colors the deformity and odiousness of vice and the beauty and amiableness of virtue." The discipline was invariably stated to be mild but firm, "It being considered the certainty rather than the severity of punishment that deters from crime." It was the day when the female seminary flourished. The young women were instructed in English, mathematics, chronology, exegesis, the art of making and mending pens and other branches of polite learning; but all these were subordinated to what was termed the ornamental branches, which included vocal music, oil, bronze, Grecian and Oriental painting, black and polychromatic crayoning, India ink and pencil drawing, water colors, wax fruit and flowers, inlaying pearl and pellis work, each \$5 extra. In the words of one catalog "The female department of this institution is designed to at once strengthen and expand the mind and prepare it for future

usefulness with the branches of refined and ornamental education which are the chief embellishments of the sex and to encourage those virtues which peculiarly adorn the female character."

Battle-door and cornella, the graces, skipping rope and the swing were the feminine recreations indulged in. "While to those who dislike these modes of exercise, the occasional ride and ramble present their inducements." In addition to these amusements may be mentioned the excitement of the weekly meetings of the literary and debating societies, of which each school boasted one or two and which usually published a periodical called the *Leshian wreath*, the *Institute omnibus*, or some such fanciful title. In those days the school year was long, the vacation short and holidays few and far between. As in our modern schools, not only manners and morals were looked after, but even the matter of costume was sometimes prescribed. In one "Female institute" the inmates were expected to wear in winter for Sunday a dress of purple merino with white collar and white pantalets and Leghorn bonnet trimmed with scarlet. In summer a robe of white with white collar and pantalets and bonnet trimmed with sky blue. Jewelry and embroideries were prohibited, in order "To diminish expense and restrain the ambition of extravagant display." Frequently a solemn warning is sent to the fond parent who supplies his offspring with pocket money and boxes of sweetmeats. "Boxes of indigestion," as one principal puts it, and says further in vigorous denunciation of this reprehensible indulgence on the part of his pupils, "The trick of buying cake and candy is in the first place vulgar, and in the second, vicious. It costs more in headache (to speak of no other aches) than all things besides. It subordinates the intellectual to the animal. It keeps children babies." Another sorely tried master has still stronger opinions on the subject. He says: "The midnight oil if employed to shed light on the classic or historic page will do but a trifle toward wasting the muscle compared with its effects when it shines upon mince pies, oyster stews or candied confections."

Having taken this superficial survey of some of the features of the old time academy, *Revenons à nos moutons.*

In a recent work on some of our best known secondary schools, the gymnasium, chapel, dining hall and dormitory are fully described, while no attention whatever is paid to the library. In the same manner, in the early catalogs of these schools the library is either slighted or ignored altogether. The school announcement of to-day devotes a generous portion of its contents to a description of the library, accompanied by one or more illustrations. In the old catalog, however, it is necessary to exercise considerable patience and ingenuity to discover any mention whatsoever of this department of the institution. Sometimes it occupies a paragraph by itself in very fine print in the back of the catalog, but more frequently it is listed among numerous other advantages and special attractions, such as chemical and philosophical apparatus, maps, charts, globes, minerals, petrifications, manikins, artificial skeletons, air pumps and other facilities offered to the youthful mind in pursuit of knowledge. In one catalog a "choice library" is thoughtlessly deposited among thirteen pianos, two melodeons, one organ and a cabinet of geological specimens. When deemed of sufficient worth to call for special mention, the library is disposed of in such brief terms as "The academic library is of much value. The books are in good condition," or we are informed that "The library is fitted up in chaste and elegant style in a room 51 x 34 ft."

None of the earlier catalogs are illustrated, and in one only of the several hundred examined was found a picture of the library, which in this case bore a regrettable resemblance to a museum, with the inevitable mummy and other relics of a bygone age. The room must have exerted a most depressing effect upon all who had the temerity to enter it.

The rules and regulations governing the use of the books were not as liberal as in these days. In one institution the students could draw books on alternate Fridays, when the library was open from 8:30 to 9 o'clock in the morning for the return of books and from 3 to 3:30 o'clock in the afternoon for taking them out. Students who had any demerit marks or had not been punctual in attendance were deprived of the privileges of the library. Teachers had access at

all times and could keep books out two weeks. In another school, books could be drawn from 1 to 2 o'clock every Saturday afternoon. In another, the library was accessible to students once each week and a charge of twenty-five cents for the term was paid by those who wished the privilege of taking books to their rooms, while "no charge is made for access to encyclopedias."

One institute rejoices in "A reading room receiving various papers of a literary, political and religious character open to students by paying one shilling per quarter."

Another had a reading room which contained daily and weekly papers and magazines for the use of which a tax of fifty cents a year is exacted from each student. Several years later this tax was increased to one dollar "as there is no other library fund." In another school, students could take out books every Friday afternoon and precedence in choice is in accordance with their relative scholarship during the week. Only in rare cases were the libraries open oftener than once a week.

As no definite income was provided for the support of these libraries, their growth was uncertain and irregular. In one school a small fine was imposed for any infringement of the rules or any breach of good order in the class room and the fine was appropriated to increase the facilities of the reading room. This would seem to be a case when it was clearly justifiable "to do evil that good may come." A general statement was frequently made that "The library and apparatus will be increased from time to time" without specifying ways and means. One catalog gives the number of volumes in the library and states that "Additions are made yearly;" but for twenty-three years the same number of books is recorded, which would lead to the inference that the library statistics were not quite accurate or that a most unusual and commendable weeding out process was instituted each year. One school has "a small library which occasionally receives accessions from a few generous donors." Another catalog states that "Donations to our library are very acceptable." In another, "New and rare books selected with great care are added each year" and "An encyclopedia and scientific books were given by friends." One

enterprising principal devised the ingenious method of founding a library for his pupils by asking them to lay aside for a week their candy money and apply it to the purchase of books. He considered this a far better way than spending it for sweetmeats. Sometimes as a reward he read aloud to his pupils the books thus purchased. In the constitution dated 1778 of one of our most famous secondary schools, after specific directions given to the trustees as to their powers and duties, the branches to be taught are enumerated. The master is then enjoined to give special attention to the health of the scholars and to inculcate habits of industry by encouraging manual labor, gardening, etc., "So far as it is consistent with the cleanliness and the inclination of their parents." The fruit of their labor "Shall be applied at the discretion of the trustees for procuring a library or in some other way increasing the usefulness of this seminary." Thus early in our educational history were the practical results of manual training and the desirability of a school library recognized.

The collections of the library were often supplemented in various ways. In most of the schools one or more literary societies flourished, and these possessed libraries and reading rooms which were accessible to the members. An institution which is described as "a safe retreat for virtuous young men and women" maintained two literary societies which had well selected libraries. Another school where "as many as forty pious students of the various religious denominations have been at one time" offers the use of the well selected libraries of two literary societies and "a neatly furnished hall supplied with literary periodicals." The president of one school states that his private library is accessible to the pupils. Sometimes collateral reading was encouraged by requesting students to bring with them from home such histories as they possessed, also standard poetic works, concordances, commentaries, atlases, both celestial and terrestrial, scientific works, etc. The means for making accessions to the library, then, were largely through gifts and by fees of twenty-five or fifty cents a year charged on the school bill among the extras, and reading facilities were increased by the use of the society libraries and by the few

books which the pupils were able to bring from home. In one institution in order to encourage a generous impulse toward the library on the part of such pupils as owned books they are told, as a bait, that if they choose to donate to the library a book or books of standard character of the value of one dollar their names shall be inserted in the books and they will be preserved as a memorial in the years to come. The size of these libraries varies from 250 to 6000 volumes, and nothing can better express the benign attitude of the teachers toward them or the estimate in which they were held than further quotations from the school prospectus. It is said of a library containing several hundred volumes, "among all the means of culture and refinement afforded to schools none should be more appreciated than this rare and costly collection." One institute boasts of a small library for Sunday reading, "not only good books, but such good books as will be read." In regard to the character of the libraries we find that nearly all contained cyclopedias, and standard works in history, science, philology, mental and moral philosophy, biography and general literature. In one school the books were selected with reference to the needs of the instructors, whose aim it was to teach their pupils how to use a library. In another school the library had been selected with great care and afforded every opportunity for literary culture. In many cases the library is described as "respectable," "useful," "miscellaneous," "appropriate for purposes of reference and perusal."

Reading rooms were also maintained, either separately or as part of the library, and these were supplied with daily, weekly and monthly papers, both secular and religious. The pupils of one school were not permitted to read any newspapers except those on file in the library, nor allowed any books in their possession except the Bible and Prayer-book. That habits of good reading were encouraged among pupils in those days we have indisputable evidence in a list of prizes given at the end of the year. A papier maché watch stand was presented for excellence in Latin recitation, a basket of wax fruit for English studies, while a complete set of Shakespeare was awarded for meritorious work in composition.

The attitude of the scholastic mind toward reading and books may be judged still further from the following statement copied from a catalog dated 1853: "Though larger libraries in colleges are of no great value to the pupils who have not or ought not to have much time for promiscuous reading which, in proportion to its extent, detracts from the success and value of the daily recitations, an assortment of books, if judicious, is important." In another catalog, dated 1834, we read: "A library is another species of furniture necessary to the success of a literary institution. This in colleges is always admitted, but in academies, though such extensive collections of books are not needed, yet to some extent they are equally indispensable. Works of reference . . . together with a selection in history and general literature at least, should be furnished for the benefit of teachers and students. . . . A good library not only gives a character to an institution but furnishes the means and operates as a stimulus upon the student in the acquisition of knowledge." Another catalog states that "it has a large and well selected library free of charge to all students who may thus employ spare moments otherwise wasted and thus acquire a taste for reading as well as much valuable information." Another teacher expresses the opinion that if care is exercised in the selection a great variety of instructive and entertaining books may be collected, such as are calculated to facilitate the progress of more advanced students.

Because of the prevalence of the female seminary, woman's interest in books and reading attracted the attention of eminent educators of the day. The principal of one of these schools says that "the library contains the works of such authors as are most approved in female education." An article in an educational journal dated 1827 deplores the difficulties which beset the teachers in female schools because of the want of suitable books to consult. In a journal of later date we are informed that free government has restored to woman her proper rank in the creation. "It is most delightful to observe her moral and intellectual elevation by means of our primary school and female seminary and how without books . . . are the daughters of the state to obtain that knowledge which is so desirable in the

character of a female?" Mentioning the fact that she is forbidden from appearing in business enterprises and debarred from all that stimulates thought and action in young men, the writer says: "Without access to books she is doomed to ignorance and incapacity, which in time will lead to mental feebleness and imbecility." Again we read that although domestic duties may prevent escape from cares and affliction, if the young woman has acquired a taste for reading she can enter at least into the pleasures of literary pursuits.

It is interesting to learn what ideas were held at that period concerning the character of books suitable for a school library, also the desirability of cultivating the reading habit in young people, and the effects, beneficial and pernicious, of establishing school libraries. The cautious and conservative element among the pedagogues of that day doubted that any good could result from such a step. They questioned the honesty of booksellers and accused them of selling, from mercenary motives, material that was calculated to poison, rather than edify, the youthful mind. They feared that books of a partisan or sectarian nature might by chance creep into these libraries, and if perused by the infantile population might excite political or religious controversies. The public of that day, it seems, prided itself on its thirst for knowledge. In its own estimation it belonged to "a reading age." Therefore how great the danger in propagating school libraries of overstimulating this thirst by encouraging the habit of too much reading and thereby inducing mental at the expense of physical and moral development. Mr. Alcott "dreaded to have school libraries the hobby of the day; it would eventually do much evil. If we open the door a flood of evil is ready to rush in." His meaning is rather vague, but he makes some dark allusion to persons who watch for opportunities to put money into their own pockets, referring probably to the aforesaid booksellers. He recommends as especially valuable for a school library the Bible, a book of fables, and an edition of "Pilgrim's progress" which has been rewritten for children minus the illustrations, particularly those representing the devil, asserting that "This personage never yet sat for his portrait and a good book

like that of Bunyan should not be defaced by illustrations that must necessarily be injurious in tendency." Another book which he would like to add to the preceding and one which he thought very few knew about was "A child's book on the soul," by Gallaudet. He considered this very valuable and had found it a great favorite with his pupils. His contemporaries call attention to "the immoral and unhappy tendencies of badly selected libraries" and the doubtful utility of school libraries under any circumstances. Opposed to this conservative element were a few who advocated a small library of the best books selected perhaps by the parents. The important feature in their opinion was to read fewer books and to read them more thoroughly. There were others who were still more radical and who maintained that school libraries necessarily must exert a good influence upon the younger generation, that books could make up for deficient schools, that children could get, in a measure, an education by reading when the schools failed to give it.

Horace Mann recommended "the introduction of well selected school libraries as a means of elevating the public sentiment, alluring both the young and the old to the more substantial pleasures of the mind and to efforts of self-improvement."

The following plea is both forcible and picturesque, and although put forth over sixty years ago, its application would serve just as righteous a cause to-day: "Bell, book and candle used to be the appointed means for putting the devil to an ignominious flight, and the last two will be found sufficient for the purpose, even now, if they be used aright."

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